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N. M. KOWALCHUK

OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION



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The ATA Magazine

OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION

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ERIC C. ANSLEY, Managing Editor
Imperial Bank Bldg., Edmonton

Volume 28

FEBRUARY, 1948

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OUR TEACHERS DESERVE BETTER PENSIONS

A FORMER Alberta teacher, with more than 25 years' service in this Province, now lives in retirement in Victoria. Each month he receives a pension cheque of \$40. His next-door neighbor is also retired on pension. He worked as a laborer for the city of Victoria. His pension cheque is \$85 a month.

Such a discrepancy in pensions casts little credit on the people or the Government of Alberta. Yet the teacher in question is fortunate, compared with some of his retired colleagues. He, at least, appears to have sufficient other income, or savings, to get by. Many others, including some of Calgary's 40 or 50 school-teacher pensioners, have not. They must work at what they can get to keep themselves alive.

A few can get substitute teaching jobs once in a while. One or two have been able to find employment with private schools. Tutoring brings in a little income. There are instances of teachers over the age of 70 years going back to teaching in country schools in order to live. One man is still teaching at 78.

Since 1939, Alberta teachers have been under provisions of the Teachers' Retirement Fund Act. They contribute three per cent of their salaries into the fund. School boards pay one-half of one per cent of their total payroll into it. The Provincial Government guarantees half of the pension, at a present cost of \$35,000 per year. The maximum, and minimum, pension under this scheme is \$480 a year—which is only granted after 25 years' service.

THE Alberta Teachers' Association is now trying to have its members brought under The Public Service Pension Act. The A.T.A. is willing to turn over its \$2,250,000 pension fund and increase individual contributions to five per cent. By doing so, teachers who had contributed for the maximum period allowable could, at the age of 65, collect a pension up to 70 per cent of their salaries.

It would cost the Provincial Government more money, possibly \$500,000 yearly. But an increase of 10 per cent in educational grants would cover that. And Alberta's 5,200 teachers would be able to look forward to a modest standard of living on retirement.

We see no valid reason why teachers should not be classed as civil servants—which they are—and given the protection of The Public Service Pension Act. Their wages permit little saving in a lifetime of work. Forty dollars a month is not an adequate pension: it is a disgrace.—Editorial, *Calgary Herald*, January 6, 1948.

OUR POOR RURAL SCHOOLS

NORMALLY, Alberta has a ten per cent annual turnover in the teaching profession—five per cent because of retirement, death and marriage, and five per cent because of resentment and disgust. Trying to replace one teacher in ten every year is beyond any province.

Even in 1948, when Alberta will certificate more teachers than it has in any year since 1936, the total number of new teachers will not be more than 500.

Alberta may count on luring 100 teachers from Saskatchewan and Manitoba if teachers' salaries in these two Provinces are still lower by midsummer. Thus, the present indications are that the shortage of teachers next September will be at least as large as it is now—about 2,000.

Although only 600 classrooms in Alberta are without teachers, the real shortage is approximately 2,000. The difference between the admitted shortage and the real shortage is due to the fact that in figuring the shortage at 600 no allowance is made for the number of married women, who were persuaded to return to teaching to help during the so-called emergency, and who have been persuaded to stay on the job even after it became obvious that the shortage of teachers was not temporary but was really a part of the breakdown in Alberta education.

All school boards have hired married women in order to keep their schools open, and several divisional boards have on their staffs a majority of married women, many of whom have found out that running a home and teaching school are both fulltime jobs. Hundreds want to quit teaching this June.

HOW many school boards in Alberta have any plans to provide for the large increase in the school population expected within the next ten years, and which will require still more teachers? The Grade One enrolment has already skyrocketed. Do the school boards know how many additional teachers their districts will need in one, two, three, five, or ten, years from now?

Where is Alberta going to get 2,000 and more teachers this year, and 600 and more for each succeeding year? Some boards are not yet alarmed, but others are desperate. Their schools — as schools — are gone. The two large cities are not training their own teachers, but they can get teachers from the smaller cities by paying better salaries. The smaller cities are not training their own teachers, but they can get teachers from the towns by paying better salaries. The towns are not training their own teachers, but they can draw teachers from the rural schools—for as long as the rural schools have teachers. But the poor rural schools have no poorer connections from whom to steal teachers. In Alberta, the city and town school systems are living off the small rural schools. They have bled them to death. There are 2,000

(Continued on Page 8)

OUR PRESIDENT'S COLUMN

RELIGIOUS EDUCATION? BIBLE EDUCATION?

SHOULD there be introduced into our Alberta schools a program either of religious education or of Bible education? That is the question which we must now consider. Some teachers will already have an opinion; others of us will be expected to form one. It is with this in mind that I am undertaking to set down a few points relevant to the issue.

That the issue is of capital importance in this or in any freedom loving state no one can deny. The implications go far beyond a simple curriculum change, far beyond mere administrative policy. They penetrate to the very roots of our educational structure and invade the realm of educational philosophy. This is manifestly true if the term *religion* or *religious* is permitted to stand in our title.

The term *religion* is by almost universal consent reserved to denote the relationship between human beings and a supernatural power of some kind. Systems of relationships and concepts of the supernatural power are historically multitudinous, characteristically discordant, and essentially irreconcilable. In some quarters, it is true, there is a disposition to speak of non-supernatural religions, but such usage should, in the interests of clarity, be discountenanced. It is certain that wherever the phrase religious education is employed there is explicitly or implicitly a reference made to a supernatural power and man's relationship thereto.

Whether the phrase Bible education has a similar connotation, the proponents of this discipline should presently make clear. Certain it is that in the discussions and resolutions so far made public vagueness and

ambiguity have the field. This being so I may perhaps be pardoned if the following pro's and con's lack some of the precision my readers might desire.

The main arguments favoring the introduction of some form of religious education are the following:

1. Our western civilization stems from two basic cultures, Hebrew and Greek. Greek contributions have come from many sources and by devious routes. The Hebrew contribution came primarily from one source, the Bible. Christianity has set the pattern for our modes of thought, our jurisprudence, our literature, our institutions. Antagonists in bitter struggle yet appeal to the same God, even to the same Christ, to justify their cause. In spite of so much that is un-Christian, we of the western world are still Christian. Is it not then strange that in our public schools—institutions for culture—one of the important sources of culture should be so largely excluded?

2. Even if the religious import of the Bible were to be disregarded, The Bible itself is one of the finest pieces of literature in our English language. Can we afford to allow our children to grow up in comparative ignorance of this rich store house of magnificent narrative, exposition, argument, and exhortation? Can anyone be truly cultured who does not know the Bible?

3. Our schools all profess their intent to teach citizenship, good conduct, high moral and ethical principles, the Christian virtues of tolerance and cooperation. It is argued that the finest sourcebook for all these lessons is still the Bible.

4. To the contention that to our churches is delegated the responsibility for acquainting our children

with the Bible it may be pointed out that the churches are, on their own admission, not doing a good job, partly because of inadequacies in staff and training facilities, and partly because the tide of church attendance is now ebbing away from them. On the other hand the schools are staffed with trained personnel, are provided with time, equipment, and all reasonable resources for doing an efficient teaching job, and they have the children. It follows that if Bible education is deemed to be a really important part of general education the schools should accept their obvious responsibility.

As an offset to these arguments the following considerations are proposed:

1. The most impressive counter-argument is that our public schools represent so numerous and so diverse religious creeds that acceptable common ground could scarcely be found. Any compromise program of religious doctrine would inevitably be thin and anaemic. Indeed, the very attempt to mediate conflicting creedal convictions would likely precipitate open animosity and conflict.

2. If the religious implications of Bible material were to be rigorously excluded nothing would remain but literary content. This content, it is true, might be rich in ethical and moral suggestion but otherwise would differ not a whit from the content of our present literature courses. What advantage would then accrue from setting up a separate course? Would it not be better to incorporate desirable Bible material with existing course content?

3. It will be obviously impossible for our public schools to avail themselves of the special competence of ministers to give the course in Bible education during school hours. They would require proper certification. Any concession granted them could scarcely be denied competent musi-

cians, carpenters, stenographers, farmers, and others qualified in particular fields. Moreover, Protestants generally would react violently to the suggestion that the schools become subservient to the church in any sense. Can a good job of religious education be done by lay teachers?

4. It is contended by some that the tested truths of science have superseded the pseudo-truths of authority, tradition, and myth. The age of simple credulity, of innocent faith has gone. The silver cord has been broken, the pitcher broken at the well. The new order calls for rational judgment, for constructive criticism of old modes, old practices, old beliefs. Now is the time to free the human intellect and not to shackle it anew.

5. In practically every country the spirit of human freedom has manifested itself in the separation of the church from the state. The Church traditionally has stood on the authority of revelation, an authority in nature absolute, proof against reason, experience, or experiment. The Church brooks no equality in partnership; the state must be independent or subservient. The Church has imputed to man a living soul, and in administering the affairs of that soul has enslaved both his body and mind. Those who hold these views look with apprehension upon the disposition of any state to mix politics with religion. They look with still greater apprehension when the state suggests mixing either ingredient with state school curricula. The venom of authoritarianism will soon enough poison and destroy the spirit of intellectual freedom.

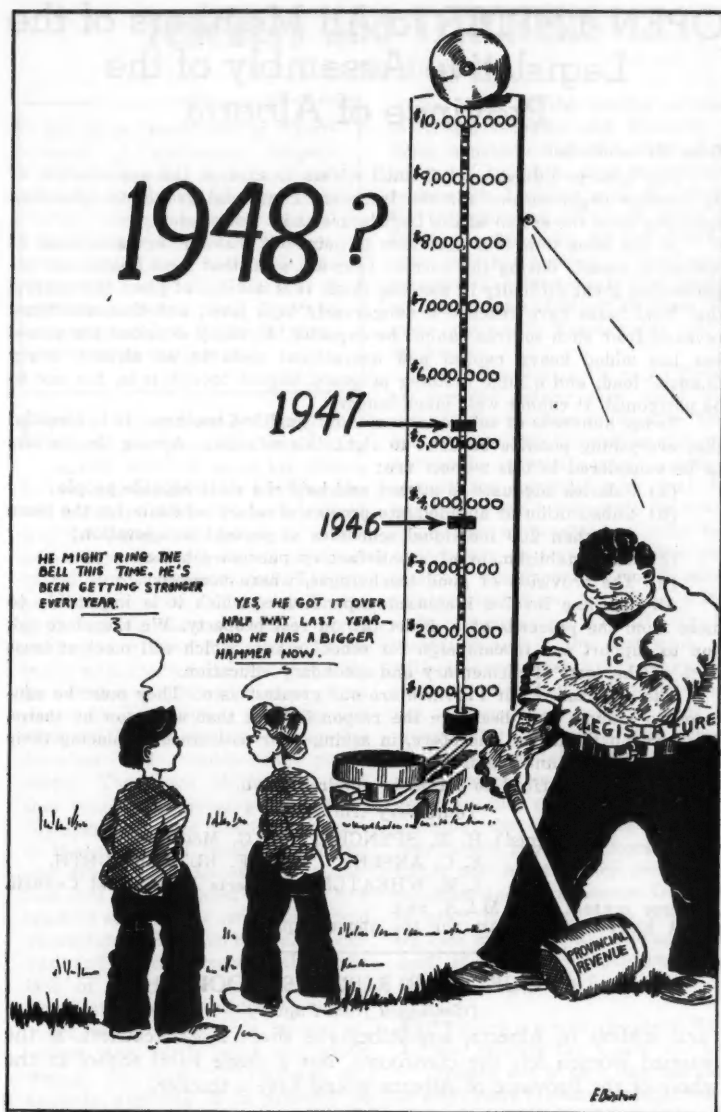
These then are some of the pro's and con's on this vexed question. You as citizens, parents, and teachers are invited to share in their consideration.

To the Grownups of Alberta:

When I grow up I want to be somebody. Pop says it is plumb dangerous sending a boy to school after he starts shavin' because he might end up a teacher, and then his papa would have to help keep him. I ain't going to be no teacher, but I need one in school to get started to be something. I don't want to know nothing all my life. Pop says Edison educated hisself and so did most of the millionaires and the politicians. He says they all started as poor ignorant farm boys or sold newspapers and educated themselves. I guess they did all right, but the people I know who educated themselves made awful messes of the job. Even us kids know they don't know much. Why can't some one loosen up a bit and give us kids a real school instead of the old pile of junk we have now, and a real teacher instead of the kid, who don't know much about anything, dishing out correspondence lessons?



"Al Bertie"



Grants 5 millions: 2,000 teachers short.

Grants 10 millions: a teacher for every boy and girl in Alberta.

OPEN LETTER to All Members of the Legislative Assembly of the Province of Alberta

Dear Sir or Madam:

The Alberta Educational Council wishes to express the appreciation of its member organizations for the increased Provincial grants to education resulting from the action of the Legislature at its last session.

At the same time it is necessary to point out that the increased costs of operating schools during the current year are such that local boards are experiencing great difficulty in meeting them. It is not out of place to reiterate that local taxes have reached a dangerously high level, and that additional revenue from such sources cannot be expected. In many divisions the school bus has added heavy capital and operational costs to an already heavy financial load, and a huge building program, urgent though it is, has had to be postponed. It cannot wait much longer.

Today hundreds of schools are without qualified teachers. It is essential that everything possible be done to right this situation. Among the factors to be considered in this respect are:

- (a) Salaries adequate to attract and hold the most capable people;
- (b) Substitution of an adequate provincial salary schedule for the more than 200 individual schedules at present in operation;
- (c) The establishment of a satisfactory pension scheme;
- (d) The provision of good teacherages, where necessary.

All of these involve increased expenditures which it is impossible to meet from the proceeds of a direct tax on real property. We therefore ask you to support and to campaign for school grants which will meet at least 50% of the costs of elementary and secondary education.

The children of our Province are our greatest asset. They must be educated to assume and discharge the responsibilities that will soon be theirs. We have no hesitation, therefore, in asking your assistance in placing their education on a sound basis.

You cannot afford to let these children down.

Yours very truly,)

(Signed) H. E. SPENCER. A. G. McCALLA.
E. C. ANSLEY. M. E. BUTTERWORTH.
J. M. WHEATLEY. Alberta Educational Council.

Please contact your M.L.A. and
solicit his or her support for the above request.

OUR POOR RURAL SCHOOLS

(Continued from Page 3)

rural schools in Alberta, and Alberta is short 2,000 teachers. If the married women left the classrooms, not a single rural school in the whole of the Province of Alberta would have a teacher.

Last year four cities in Alberta took 145 teachers from the smaller cities and towns, and send fewer than twenty Grade XII graduates to the Faculty of Education.

teachers and TEACHERS

BY H. E. PANABAKER

Mr. H. E. Panabaker is Supervisor of Guidance, Calgary School Board. Upon his discharge as a Major in the Canadian Army, he took special courses in guidance in Chicago. Mr. Panabaker has served as an instructor in Guidance at Summer School, and he is a member of the Provincial Subcommittee on Guidance.

I FEEL perfectly sure that my good friend, our president, was not in earnest when he wrote his column for the December issue. I suspect he was indulging his well-known propensity for leg-pulling in order to see how many of us pay serious attention to his words. In particular, I think his advice "never to apologize for pupils' misdemeanors, or their backwardness, or their failures" is to be taken with a very large grain of salt; he well knows how much some of us should hang our heads in shame for what we have perpetrated upon defenceless and unsuspecting young people. There are plenty now—and they need no encouragement from Olympus—who are obeying, at least in the privacy of their staff rooms and their bull sessions, his injunction that they "request to know how trustees and parents contrived to find youngsters so lazy, so stupid, so vicious" and are thus excusing their own lack of insight, or preparation, or perspiration, call it what you will.

His major premise is wrong, or, rather, it is partly right and partly wrong. He says, "If teachers owe anybody anything it is probably to their former teachers." The "probably" saves him; for I am sure that could not have meant *all* their former teachers.

The truth of the matter is that there are teachers and Teachers. I think somebody has said this before but it will bear repeating, though, unfortunately, I cannot give due credit for the quotation. We owe much to our former Teachers; we owe nothing, often less than nothing, to our former teachers. You can be sure that person on the one end of Mark Hopkins' famous log was a Teacher not just a teacher.

Those who deserve the name Teacher are the rather rare souls who entered the profession because they had a consuming interest in and love for people, especially young people, a respect for personality, a zeal for knowledge, and a reverence for truth. They saw in teaching a very real opportunity to serve. Whatever professional standards are worth maintaining, they have set. Their standards are concerned with the fundamental things in the profession not with the superficial. Every year in the profession broadens their understanding, deepens their wisdom, and increases their tolerance. The school-room never contains them; their interests touch the whole world. They never get into ruts; they never cease learning; they never stop exploring; they never shut the doors of their minds and hearts. They grow in intellectual and moral stature from year to year. It is to such as these that we owe much. We are fortunate, indeed, if we have encountered them, for they are all too few.

BUT there are many teachers. Some are persons for whom the profession was to be a stepping stone to other more lucrative occupations or to marriage but for whom it has become a prison more restraining than the dungeons of Chillon. Perhaps they came into the profession because en-

trance standards were low, and, if you could not qualify for law or medicine, you could at least go to Normal School and become a teacher. Perhaps they felt a compelling desire to reform or to manage or to manipulate the lives of others, and teaching offered ample scope for these ambitions. Generally, their original training, no matter how slight, has proved ample to enable them to understand and judge every modern educational movement and to categorize every new idea. They came into the profession with a set of prejudices which they never change no matter how soiled and shop-worn they become. They are in a rut so deep that the light of day can barely penetrate it. Unlike Ulysses, they have put wax into their own ears, and so they are deaf to the songs and the cries that rise around them telling of the dreams and the hopes, the fears and the anxieties, the loves and the hates of their fellows. They put blinkers on their eyes; so their vision is not broad enough to encompass more than their algebra or their Latin, their Physics or their English, or whatever it is they happen to teach. Their eyes are bent on the paycheck at the end of the month. Friday is the only day of the week. They are eternally concerned with symptoms but have no desire to get back of the symptoms to understand, or even to attempt to understand, the varied and complex springs of human behavior.

It is such teachers who demean their profession. They are the ones who do not respect the work in which they are engaged. Their work is ill done for they have no joy in it. One wonders why they do not leave a profession for which they express so much distaste. Dissatisfied, insecure, frustrated, apologetic, they receive no respect. No Teacher, however, apologizes for his job. He doesn't have to. His work speaks for itself and earns

for him the enduring regard of the community.

In my youth I had many teachers, but only one Teacher. Some of those to whom I am supposed to be so greatly indebted, I have completely forgotten. They may have taught me something useful, like number work or reading or science or mathematics, but any other influence they had on me was purely temporary. There are one or two to whom I owe some unhappiness and bitter tears; their influence on young people was such they should never have been allowed in a classroom; given more time they would have completely blighted our love of learning and our interest in life; they made authority despicable because they abused it; they set up false goals and made us strive for them.

But there was one Teacher whom I remember with gratitude. Fortunately, too, there were two or three others who, given time, might have grown to his stature; for teachers may, if they will, by dint of insight, imagination, and unceasing effort grow gradually to the stature of Teachers. He was a man of moral and intellectual integrity. He looked



"And I practiced all summer!"

The Provincial Institute of Technology and Art

BY F. G. YOUNG

Director of Evening Classes

IN 1916 the Department of Education launched an endeavor unique in the history of Education in Western Canada. This was the Provincial Institute of Technology and Art, Calgary. Starting in restricted quarters in a Calgary Public School, an abandoned fire-hall and police station, it has won a recognized place in the educational life of Alberta and to a less degree in that of adjoining provinces. Students now attend from Vancouver to Halifax.

The Institute was organized for the purpose of providing instruction and training in the skilled trades. The curriculum was founded on the principle that the artisan should not perfect the techniques of his trade only, but should also possess the background of knowledge necessary to enable him to advance beyond the purely manipulative field. This principle has been maintained and thirty years after its founding, the Institute adheres to it. Rarely will a student

every man in the eye; and every man respected him for what he was, a fearless, great-hearted, Christian gentleman. He was a man of wide interests and broad reading; his great fund of knowledge illumined many of the darker corners of our minds. He was graced with an understanding mind and a sympathetic heart. When we transgressed, which was often, and he brought himself to punish us, which was less often than we deserved, he preached us no hypocritical sermons; but the honest tears in his eyes as he wielded the strap did far more than the pain in our hands to return us to the paths of righteousness from which we had strayed.

Once having neglected my homework, I could not do the theorem assigned for the day. When asked to demonstrate it, I said I did not understand it which was rather less than half the truth. Though he must certainly have known the whole truth, he made no comment but kindly and patiently went over the theorem while I sat stricken with remorse at my deceit. It was innumerable acts like

that, by which he continually demonstrated his belief in us and his desire to help us, that marked him off as a Teacher. He was almost terrible in his wrath, but his anger was always directed against the act of meanness or deceit or cruelty never against the poor culprit who sat quaking beneath the storm. He kept a happy classroom; youngsters found joy and satisfaction in working under him; his fairness taught them to be fair; his love of learning inspired them; his reverence for all that was good ennobled their lives. Indeed, I owe him much.

HE taught in a small Ontario town, for over thirty years, spending himself without stint in many community services as well as in his school. He greatly enjoyed his period of retirement chiefly, I think, because his old pupils returning to their old home for periodic visits never failed to look him up. They were few, indeed, who forgot. He has just gone to his reward. James David Ramsey was a truly great Teacher. Would we could be like him.

be allowed to train in shop work only.

In general, courses are so arranged that a student spends half time in shop and the other half in "related work." This consists of class-room work in such subjects as Drafting, Mathematics, Science and Theory. These are all directly related to the particular trade for which the student is training. In some courses, emphasis is placed on certain subjects, while in others, the emphasis is placed elsewhere according to the importance of the subjects in the student's future. In this way, a student is given a foundation on which he can build for future development.

IT will be seen from the above that the serious student is given the background necessary for him to become a foreman or supervisor. He should be able to tackle new situations, more intelligently take part in the business of his trade and take advantage of the ever present advances in technical vocations.

The training will enable the student to prepare for a position between that of the skilled workman who is highly capable of performing necessary operations but is limited in his ability to supervise, and that of the trained engineer whose technical skill may be limited, but who can plan and design. The Institute graduate, after further experience as an artisan in industry, should be able to become the link between the engineer and the workman, receiving instructions from the former and interpreting them for the latter.

The programmes of study are intended for the serious student and require average intelligence and some Secondary School background. In most courses Algebra 1 and Physics 1 or equivalent are required. Most technical studies require a fair knowledge of these subjects, and the stu-

dent with complete High School Mathematics and Science has a distinct advantage.

THE development of personal qualities is considered to be of the highest importance at the Institute. Sports of various kinds are encouraged and placed under the sponsorship of an Instructor. The student body is organized in an Association and by changing the officers three times during the term, an opportunity is offered students to undertake responsibilities that should give them training in leadership. The Choral Society performs an operetta each year. The Orchestra assists in this and other functions. The Association publishes a monthly paper and an annual Year Book. At the meetings of the Association, the various departments compete for a cup by means of programmes. It has been found that through the medium of these extra-curricular activities, many students have been able to advance, after leaving, to a degree that would not have been possible had he not had this training.

AT present courses are offered in: Aeronautical Engineering, Agricultural Mechanics, Air Engineering, Applied Art and Craft, Automobile Mechanics, Automotive Electricity, Building Construction and Drafting, Commercial Art, Commercial Wireless Operating, Drawing and Painting, Farm Construction and Mechanics, Industrial Arts for Teachers, Industrial Dressmaking and Commercial Cookery, Electric Welding, Radio Servicing, Surveying and Drafting, and Tractors.

The Provincial Institute of Technology and Art, Calgary, always welcomes visitors and inquiries. It has prepared an illustrated booklet that should be in the library of every teacher.

The High-School Teacher's Lament

BY EARL H. HANSON

(Reprinted from *The Education Digest*, November, 1947)

THE wail of the high-school teacher is heard throughout the land. She means that sophomores cannot read their texts and hence are failing in their English, history, and health classes. At first she just calls slow students to come in after school for help in reading. However, she usually makes little progress in this attempt; she's a high-school teacher of subjects, not an elementary-school teacher of reading; she doesn't have the technique. Then she decides that these boys and girls could not have been well taught in the elementary schools. Somehow their schools must have slipped or there wouldn't be so many reading casualties.

This insistence that the elementary schools have failed, however, is wrong; and since secondary-school teachers are sensible folks it doesn't take much reasoning to discover the error.

No two people are alike. Just as there are differences in height, so there are differences in intellectual capacity. Since textbooks for the ninth and tenth grades are written for the average child, obviously some very bright children at the top of the distributive curve will find them too easy and those at the bottom will find them too hard. If the subject matter were brought down to the reading level of low-ability students, ninth- and tenth-grade books would have no challenge for the average students and would be simply childish for the bright ones. Faced with the fact of the curve of distribution, the high-school teacher must accept the conclusion that those at the bottom cannot read ninth- and tenth-grade materials easily. If this is true, the elementary teacher cannot be blamed because she didn't make good readers of all her pupils.

AS a matter of fact, there is clear evidence that elementary-school children today do substantially better in the fundamental processes than their elders did when they were in school. As Dr. Ralph Tyler, Examiner of the University of Chicago, pointed out, testing demonstrates that sixth-grade children at present are about equal to eighth-graders of 15 years ago when it comes to reading and computation. He further stated that the area on which attention should now be focused for improvement is the high school.

High-school teachers might make the following resolutions:

1. The elementary-school teachers have done well and are trying to do better. We will leave their problem to them and we will handle our problem ourselves.

2. After analysis we recognize that our problem is caused by the continued arrival at our doors of hosts of children of low academic ability who in former years would not have attended high school at all.

3. Since that is true there isn't such a crying need to deal very differently now with the bright and average. Our program was traditionally built for them. Of course, our traditional program isn't perfect; hence we can well plan collaterally a better program for them as well as for the less scholastically inclined.

4. We will use our guidance facilities to direct the bright and average into those classes where they belong and to deflect the slow from them. No one will be barred, but we will simply state: "You enter at your own risk. If you do the work, you will receive credit. If you do not do

the work, you will fail." There is no reason to adapt formal mathematics, formal language, physics, chemistry, and vocational subjects to all levels of ability. We now know enough about measuring human learning capacity to guide children away from subjects they are not equipped to handle.

5. However, in such subjects as English, health, and social studies we will cease to be selective. We will attempt to offer materials in each which will contribute to the maximum growth of every student.

WE will remember that in social studies, for instance, credit should be given not so much on the number of difficult books covered but on the development of certain civic attitudes and citizenship skills. For instance, a child who critically examines issues before he forms judgments has sound citizenship skill. If he grows in this attitude in the social-studies class, he is entitled to high-school credit in that course even though he cannot read treatises easily. It is quite possible to develop these good-citizenship attitudes through materials which do not have too great an academic demand. Interesting and beautiful reading does not need to be complicated. Sound citizenship, presented in concepts which are not childish, can be developed sometimes through audiovisual aids far better than through the difficult reading of small type.

Health credit should not be determined on how well a student passes a paper examination over a hard assignment on anatomy. He should receive credit in health if he has integrated into his behavior the kind of habits which will make him a healthy individual. It is certainly a pity, as health grades are now given, that frequently the most unhealthy secure the highest grades. Certainly this situation is upside

down. The person who reads well but does not practice what he reads should receive the poor grade, while the one who does not read so well perhaps, but who integrates what he reads and what he studies into better health practice, is entitled to the high grade.

In English those students who read well and take a delight in fine literature should be given every opportunity to pursue their interests. Those who do not read easily should be given as good materials as possible according to the level of their reading ability. Then bright students will continue to enjoy the traditional English program; dull students will not develop such a distaste for good reading; and the reading abilities of slower students will continue to grow.

THE high school has the responsibility for ministering to every child to his greatest profit. The bright student must be given work which will stimulate him to the utmost so that he may learn to live and act on his highest possible level. Society needs these bright people and needs them well trained. The high school likewise must give to the average student a wholesome diet so that he will be more capable, more effective in modern life. The high school has done reasonably well with the bright and the average person. Since, until lately, it hasn't been confronted with many slow people, it has not given much thought to them. The dull normal is now going to high school, however, and he must be taught to be a useful, safe citizen, too, and the locally controlled high school should teach him.

Hence the next great task for our secondary schools is to analyze carefully the capacities, the emotions, the needs, and the citizenship possibilities of the slow student and to develop programs which will fit him.

THE BANFF SCHOOL OF FINE ARTS

A Significant Canadian Institution

BY DONALD CAMERON

Director

Donald Cameron, M. Sc., is Director of the Department of Extension, University of Alberta, and also Director of the Banff School of Fine Arts. He is the author of sundry articles and special articles in *Food for Thought*, Official Organ of the Canadian Association for Adult Education, Toronto.

IN May, 1932, the Carnegie Corporation of New York made a grant of \$10,000 a year for three years to the University of Alberta for the purpose of developing a program in the Fine Arts. In considering ways and means of using this grant most effectively, it was decided that a Summer School in the Arts Related to the Theatre should be established in Banff in 1933, for the purpose of providing specialized training for teachers and others concerned with giving leadership in community drama.

The minimum requirement was that 40 students should signify their intention of taking the course by registering in advance and paying a one-dollar registration fee. One hundred and two adults and twenty-eight children attended the course, and were so enthusiastic about it that there was a unanimous demand that the school be repeated in 1934. The 1934 school met with an equally enthusiastic response from an even larger number of people.

In 1935, an art class sponsored by the Institute of Technology and Art, Calgary, which had been meeting each summer at Seebe, near Banff, was invited to join with the students

of the theatre, and the joint school was called the Banff School of Fine Arts.

In 1935, also, a master class in piano was added to the curriculum; and at the end of the third successful school, the results of the first three years' work were deemed so satisfactory that the Carnegie Corporation renewed their grant for a further two years.

THE year 1937 saw the addition of a course in choral singing. By this time the School's enrolment had reached 195 and many students were beginning to come from other provinces and some from the United States. 1937 also marked the introduction of the classes in Creative Writing, which have continued to the present time with most encouraging results. A start was also made in 1937 in organizing temporary dining and dormitory facilities for a portion of the student body.

By 1940, the School had grown to the point where it was no longer a provincial institution. An ever-increasing number of students were in attendance from all over Canada and the United States. They were attracted partly by the wonderful natural setting and still more by a staff of distinction assembled from all over America. In this year, two events of importance took place which served to underline the School's growing importance. The first of these was the building of an attractive auditorium by the Banff School Board, with some assistance from the University of Alberta and the Canadian Pacific Railway through a gift to the University by the late Sir Edward

Beatty. The second event was the organization of the Oral French section of the School for the purpose of training high-school teachers in the French language.

In 1941, an Applied Art division including courses in weaving and design, and modelling and pottery was added. In 1943, the Western Canada Theatre Conference was established as an activity of the Banff School for the purpose of bringing the leaders of little theatre and community drama groups together with the students to discuss common problems.

WITH the aid of a Rockefeller grant, an annual Alberta Writers' Conference was established in 1944. This has since become The Western Canada Writers' Conference—a ten-day meeting of writers under the leadership of recognized authorities in the creative writing field. Last year, 36 writers from as far apart as Montreal and Victoria, Peace River and Philadelphia, were in attendance.

By 1944, attendance at the School had reached 366, and it was necessary to refuse some applications because of lack of sleeping accommodation. In 1945, 427 students were enrolled, but over 100 had to be refused admission because of lack of accommodation.

In 1946, 568 were enrolled and some 250 applications had to be refused because of lack of both sleeping, dining, and classroom facilities. In that year, some 58 buildings, schools, churches, halls, private houses and cabins were under contract to the School for the six-week period. The school operated its own bus service and served over 1,000 meals a day in temporary quarters.

In 1947, 610 students were in attendance. They came from eight of the nine provinces of Canada and 22 States of the United States. They came from Cape Breton to Victoria

and from Peace River to Texas. Over 70 came from the city of Toronto alone, and the largest group from any province came from Ontario. In one year the School has had within the student body people of such diverse attainments as a judge of the Supreme Court of Alberta studying Oral French; the millionaire head of a famous sewing machine company from California and three members of his family taking respectively, weaving, modelling and pottery, and art; a lady sheriff from New Mexico taking painting; and the negro head of the drama department of Booker T. Washington's famed Tuskegee Institute in Alabama.

OVER the years, young and old have found stimulus and satisfaction, rest and recreation in one of the world's finest settings for a school of Fine Arts.

The policy of the School since the beginning has been to provide high-class instruction and individual attention at very moderate cost. In addition, a policy of awarding a large number of tuition scholarships has been developed with the aid of private individuals, service clubs, school boards and the Government of France. Today, the School provides a total of over 50 scholarships, varying in value from tuition fees to the complete cost of a course.

Such is the story of the Banff School of Fine Arts development over a period of 15 years. Five of those years were years of depression and six were years of war. Since 1944, the School has been self-supporting with respect to current operation, but naturally cannot finance a building program with tuition fees at present levels.

In fifteen years, even though operated only as a summer school, The Banff School of Fine Arts has become a significant Canadian institu-

(Continued on Page 26)

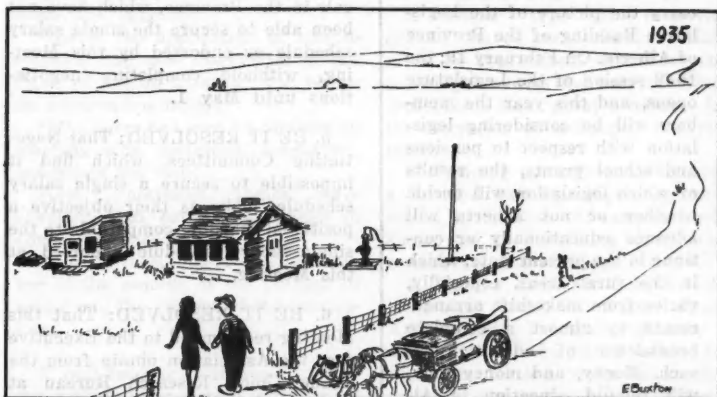
WHY ALBERTA IS SHORT OF TEACHERS



TEACHERS REMEMBER TOO!



"You're fired! My wife and our little girl saw you at the golf club and you were smoking. What kind of an example do you think that is for our young people!"



"Yep, the girl we had last year was a pretty good teacher—but she wouldn't stay here week-ends and take part in the doings of the community—she said she was lonely."

Resolutions Adopted by Special Meeting of Councillors, January 3, 1948

1. BE IT RESOLVED: That the Provincial Executive be instructed to prepare a brief, presenting the teachers' case for pensions, to be submitted to the Provincial Cabinet;

AND FURTHER that a summary of facts to be included in the brief be forwarded as soon as possible to Provincial Councillors;

AND FURTHER that copies of the brief be forwarded to Provincial M.L.A.'s prior to the opening of the forthcoming session.

2. In line with the affirmed policy of an all-out campaign for improved pensions,

BE IT RESOLVED: That the meeting recommend to the Provincial Executive that every possible means be

taken to persuade the Government to comply with the request of the A.T.A. to be included in the consolidation under the Public Service Pension Act, such means to include:

- (a) interviewing M.L.A.'s,
- (b) obtaining resolutions supporting the request of the A.T.A. from local organizations as school boards, boards of trade, home and school executives, etc.

AND FURTHER: That Locals advise the Head Office in regard to steps being taken, or having been taken, to meet local M.L.A.'s.

3. BE IT RESOLVED: That the Meeting endorse the salary schedule as proposed by the Conference of representatives of the teachers' organizations in the Western Provinces as a minimum objective for a basic salary schedule.

4. BE IT RESOLVED: That Locals in the Province, which have not been able to secure the single salary schedule as endorsed by this Meeting, withhold completing negotiations until May 1.

5. BE IT RESOLVED: That Negotiating Committees, which find it impossible to secure a single salary schedule, make as their objective a positional schedule comparable to the single salary schedule endorsed at this Meeting.

6. BE IT RESOLVED: That this Meeting recommend to the Executive that the Association obtain from the Trade Union Research Bureau at Vancouver an analysis of salaries, revenues, wages, etc., the cost not to exceed \$1,000.

THE COVER

It is fitting that the teachers' magazine for this month should carry the picture of the Legislative Building of the Province of Alberta. On February 19, the 1948 session of the Legislature opens, and this year the members will be considering legislation with respect to pensions and school grants, the results of which legislation will decide whether or not Alberta will advance educationally or continue in the present state, which in the rural areas, especially, varies from makeshift arrangements to almost a complete breakdown of education as such. Money, and money only, will rebuild education in Alberta.

Why In-Service Training for Teachers

BY MAXELLE MORRIS and E. J. LINDSTROM

Principal, Taft Heights Kindergarten — Superintendent Taft City School

(Reprinted from the *Sierra Educational News*, November, 1947)

IN-SERVICE training of teachers is not a new problem dealing with emergency teachers only, because the need for growth in all teachers is necessary. No teacher is ever adequately trained, using the term to signify something completed. A real teacher is always in training, seeking improvement, striving for better results, studying newer techniques and procedures and keeping abreast of the changes in education.

First, there has been an increasing emphasis upon the understanding of the steps in the learning process.

Second, there has been a broadened meaning of the mastery of skills, especially in reading, writing and arithmetic as they are reflected in an improvement of the individual's social living and behavior.

Third, there have been many new reports of research in methods and teaching techniques on reading, arithmetic and language.

Fourth, the application of science concepts and new discoveries in the fields of health, nutrition and physical sciences has helped.

Fifth, there has been an increase in teaching aids, materials, magazines, pamphlets and radio.

Sixth, vocational trends have changed, thus causing a change in counselling needs.

Seventh, there has been a broadening of the concept of the purpose of school and the concept of the curriculum.

A real teacher is always in training, seeking improvement, striving for better results, studying newer techniques and procedures and keeping abreast of the changes in education.

THERE ARE SEVERAL TYPES OF IN-SERVICE TRAINING:

1. Teacher organizations have been set up which have resulted in conferences, publications and improvements initiated by the teachers.

2. Teacher institutes have improved and now present a varied program which is inspirational and morale-building.

3. Professional libraries present a marvelous opportunity for administrators to encourage in-service growth.

4. Workshops are being established which provide an opportunity for teachers to work out their problems. The importance of the workshop type of in-service training is that teachers produce something they will use in their teaching.

The in-service training program may have two types of programs: the individual conference and guidance and the group study.

5. Another type of in-service growth have been demonstrations given by supervisors, who show successful procedures and hold individual conferences and group-meetings for the discussion of techniques and materials.

6. Training institutions are taking a forward step by cooperating with school systems in off-campus workshops and in furnishing curriculum consultants and extension courses.

7. Visiting days are held for the classroom teacher in many places. Arrangements are made whereby a substitute will be called while the classroom teacher visits in another school in the same or another town.

The general goals for in-service improvement should be understanding

(Continued on Page 51)

FINANCIAL STATEMENT

University Summer Session

EXHIBIT "A"

STATEMENT OF RECEIPTS AND DISBURSEMENTS For the 1946 Session (Year ended October 31st, 1946)

| | | |
|--|----------|-------------------|
| Receipts— | | |
| Fees | | \$1,384.75 |
| Bank interest | | 16.25 |
| Ticket sales (swimming) | | 6.00 |
| Total receipts | | \$1,407.00 |
| Disbursements— | | |
| Athletics: | | |
| Bowling | \$ 20.40 | |
| Tennis | 35.00 | |
| Softball | 27.55 | |
| Swimming | 19.60 | |
| General Sports Expense | 22.50 | |
| | | \$ 125.05 |
| Entertainment: | | |
| Dances | 677.64 | |
| Teas | 75.00 | |
| Films | 20.00 | |
| | | \$ 772.64 |
| Administration and sundry— | | |
| Honoraria to chairman committees | 230.00 | |
| Bulletin | 16.65 | |
| Committee expense | 60.74 | |
| Sundry expense | 8.90 | |
| | | \$ 316.29 |
| Evergreen and Gold | | |
| year book fund | | \$ 250.00 |
| Total disbursements | | \$1,463.98 |
| Excess of disbursements over receipts | | \$ 56.98 |
| Represented by: | | |
| Balance on deposit with the University of Alberta | | |
| as at October 31, 1945 | | \$ 471.28 |
| Balance on deposit with the University of Alberta | | |
| as at October 31, 1946 | | \$ 414.80 |
| | | \$ 56.98 |

EXHIBIT "B"

STATEMENT OF ASSETS AND LIABILITIES As at October 31st, 1946

| | | |
|--|----------|-------------------|
| Assets | | |
| Current Assets— | | |
| Balance on deposit with University of Alberta | | \$ 414.80 |
| Dominion of Canada Bond (at cost) | | 505.00 |
| Total current assets | | 919.80 |
| Year Book committee trust account | | 280.62 |
| Fixed Assets (at cost)— | | |
| Office equipment | \$ 46.25 | |
| Sports equipment | 125.00 | |
| | | \$ 171.25 |
| | | \$1,371.17 |

I WANTED TO BE A TEACHER

BY JOHN G. BUCKNAM

Director of Recreation, Alhambra

(Reprinted from *Sierra Educational News*, September, 1947)

WHEN I was a kid—as long as fifteen to twenty years ago—my greatest “yen” was to be a teacher. The field of pedagogy seemed to offer the most important job in the world—training tomorrow’s citizens for the responsibilities that shall be theirs. Ot still seems just as important.

Financial difficulties led me to a decision to teach elementary school for a few years, so that I could save sufficient money to complete my education and become a high school instructor—my ultimate goal, at that time.

Finishing my training at Eastern Oregon College of Education just after my 19th birthday in 1933—the depth of the depression—I discovered that the minimum wage law had been temporarily suspended. Girl graduates in need of income were accepting school teaching jobs at \$35 a month.

With this I could not compete. Such a salary would scarcely sustain life, let alone give a margin to save toward further education. So I trekked southward to Los Angeles, and signed up to work in the Texas-Oklahoma oil fields.

The day before I was scheduled to leave for Texas, a wire came from the rector of Mt. Angel College near Salem—where my freshman year had been spent—telling me he had found a job for me as a newspaper reporter, if I cared to complete my education.

Borrowing money from my brother, I wired a reply and hitched my way back to Oregon. The next two years I was a college student working as a reporter on the side—or vice versa.

COMPLETING my course in 1935, I accepted a job as manager of a lumber mill—to get out of debt so that I could live on a teacher’s

Liabilities and Surplus

| | | |
|---|--------|-------------------|
| Surplus— | | |
| Balance as at October 31, 1945..... | | \$1,397.53 |
| Add: Transfer to year book committee trust account shown as a disbursement 1946 session | | 250.00 |
| | | <u>\$1,647.53</u> |
| Deduct: Payments from the year book committee trust account re 1945 session appropriation | 219.38 | |
| Excess of disbursements over receipts..... | 56.98 | 276.36 |
| | | <u>\$1,371.17</u> |

EDMONTON, Alberta, December 9, 1947.

We have audited the accounts of the Summer School Students’ Union for the year ended October 31, 1946, and have received all the information and explanations we have required. In our opinion the above Statement of Assets and Liabilities, Exhibit “B,” is properly drawn up so as to exhibit a true and correct view of the state of the Union’s affairs, according to the best of our information, the explanations given to us, and as shown by the books.

“WINSPEAR, HAMILTON, ANDERSON & COMPANY.”
Chartered Accountants, Auditors.

salary. Then I moved to a semi-pro baseball job wherein I put in time at a lumber-mill and played 3 or 4 games a week, getting a cut of the gate receipts plus my regular salary.

The old desire persisted, however, so that in 1937 I quit this job (paying \$300-\$400 a month) to take a teaching job at \$90 a month, 9-month basis. For this amount I coached all sports, handled all physical education and taught six subjects a day: freshman and sophomore English, Latin, algebra, geometry and civil government.

Two years of this—with a \$20 increase per month the second year—led to a contract as principal, at \$145 per month. A 3-year contract came, however, to teach and coach in Arizona at \$150 a month (9-month basis) the first year; \$160 the second year; \$170 the third year. This I accepted.

Before the completion of the 3 years, Pearl Harbor exploded. By

this time I was married and had a son. I resigned, effective the end of the semester, and left Arizona in January '42.

Released to inactive duty just 4 years later, I served as program director for KXA, Seattle, for several months, but again the urge came.

Southward I moved again, and went to work in Riverside city schools as a math instructor at Polytechnic High . . . at \$240 a month, 10-month basis. Comparatively, this seemed a fair wage.

TIMES had changed, however, and after paying rent of \$30 a week all summer, my margin was exhausted. Rent, food, the cost-of-living in general, prevented my family from enjoying even the minimum of pleasures which are rightfully theirs.

So I asked for and received my release, after many exhortations to continue as a teacher, in view of proposed raises for 1947-48. Next year's increase in salary will not feed my family this year, however, so I accepted my present position—municipal sports supervisor for the city of Alhambra.

The salary is still chicken-feed but, by cashing in on spare-time radio writing, I can make a living wage.

I wanted to be—tried to be—a teacher, Principals, superintendents, fellow instructors, students, seemed to feel that my work was satisfactory. Yet, my long ambition must be denied.

Henceforth, my efforts will be devoted to seeing that teachers salaries are set on a scale high enough that others, who do want to share in this most important of all jobs, may do so with pride and the assurance that their families need not be denied the necessities—and perhaps a few of the luxuries—of life.

May they be more fortunate than I, who just can't afford to be a teacher!

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A New Light on Children's Vocabularies

(Reprinted from *The Education Digest*, December, 1947)

RECENT research reveals not only that children's knowledge and use of words is much greater than had been supposed, but that elementary-school textbooks, or readers, are lagging far behind in building children's stores of words. Robert H. Seashore, chairman of the department of psychology at Northwestern University and supervisor of the research, reports that the average reader used in the classrooms of America's grade schools introduces only 500 new words a year, while the average child himself builds his vocabulary at the rate of approximately 5,000 new basic and derivative words annually. According to Dr. Seashore, "Children's vocabularies have been developed in spite of, rather than through the aid of, textbooks with their extremely limited vocabularies. Editors don't take cognizance of the fact that children read newspapers and magazines, as well as many other books which are not based on restricted vocabularies."

Vocabulary estimates of both children and adults will have to be revised sharply upward, Dr. Seashore said. There is an urgent need to replace the accumulated folklore regarding rates of growth and total sizes of vocabularies with more valid facts.

Previous estimates of the sizes of individual vocabularies have suffered primarily from the fault of not giving people a chance to show all the words they know. Nothing short of an adequate sampling of an unabridged dictionary will serve as a valid measurement of the total size of the vocabularies of even small children. Through neglect of this principle, the number of words known by persons at all age levels and from all socio-economic groups

has been grossly underestimated. For example, it has been found that some words known even by first-grade pupils are not included in abridged dictionaries.

THE average child in the first grade knows approximately 16,000 basic words, plus derivative terms. As an example of a derivative term, "loyalize," with "loyal" as the basic word, was cited. In the Funk and Wagnalls unabridged dictionary there are 167,000 basic words and 204,000 derivative terms.

For purposes of his tests for vocabulary size, Dr. Seashore defined "knowing" a word as being able to define a term in one's own words, giving the gist of any accepted meaning, or illustrating a proper use of a word in a sentence.

Testing on a mere collection of words used by a child during a limited time in home or school is inconclusive. A true estimate of a child's vocabulary can only be derived by allowing him the opportunity to exhibit knowledge of other surroundings and experiences, such as going to the park or beach, visiting an amusement center, or taking a trip into the country by car. Use of the unabridged dictionary is an important aid in this overall testing.

ANOTHER principal source of misinformation is an early study by an English lay writer, D'Orsay, who listened to the conversation of a group of fruit pickers in the yard next to his. At the end of the listening period, he made a guess that the vocabularies of these rural men did not exceed 500 words each. That figure started a tradition that vocabularies of adults range from about 500 to several thousand words only.

Still another source of misinformation is based on careful measurements which are accurate enough in themselves but which have been grossly misinterpreted. Various scholars actually counted the total number of different words used by great writers in their published works and found the totals to be: Milton, 11,000; Shakespeare, 16,000; and Victor Hugo, 20,000. The fallacious reasoning which followed was that, if Shakespeare, acknowledged master of the English language, used only 16,000 words, then the rest of us must have smaller vocabularies! Actually, we have no estimate of how many words Shakespeare considered.

A new vocabulary test devised and employed by Florence Landsman Mandell, Reuben Segel, and Frances Smith, graduate students who worked under Dr. Seashore's supervision, employs the pictorial principle. The test was given to children in familiar classroom surroundings and under the best possible psychological conditions. Subjects were 117 children ranging from four to ten years of age and from pre-kindergarten through the sixth grade.

Children were shown sets of pic-

tures and, at the same time, were given a word orally. Then they were asked to select a picture in a given group which, to them, represented the word. For example, a picture of a man with his dog was the correct selection to illustrate the pupils' knowledge of the word "loyal." Some of the 89 items in the test were far less simple.

Mrs. Mandell and her collaborators compiled a table of estimated vocabulary sizes based on results of the test: age 4—5600 basic words; age 5—9600; age 6—14,700; age 7—21,200; age 8—26,300; age 9—29,300; and age 10—34,300. In addition, children know an increasing proportion of derivative words which often have quite different meanings from their base words.

S EASHORE-directed tests indicate that the average collection of words of students in three universities recently surveyed was 61,000 basic words plus 96,000 derivative terms. Vocabulary is one of the human abilities that best reflect an individual's intellectual progress after school years.

Figures released by the immigration and naturalization services show Canadian immigration at 23,467 for the year, 2,479 registered as professional workers and 12,168 giving no fixed occupation.

Of the total 13,437 were women and of the total professional group, 1,089 were women.

There were 6,035 between the ages of 15 and 24, 6,891 between the ages of 25 and 34, 3,477 between the ages of 35 and 44 and 3,712 under 14. There were 237 who were 75 and over.

In the occupation group, 2,750 were clerical, sales and office workers, 2,479 professional workers, 1,443 craftsmen and foremen, 1,283 opera-

tives and kindred workers, 752 domestic service workers and 672 farmers.

In the professional group, 429 were trained and student nurses, 267 teachers, 206 physicians and surgeons, 186 religious workers, 167 clergymen, 88 musicians and music teachers, 84 chemists, assayers and metallurgists, 232 chemical, civil, electrical, industrial mechanical and mining engineers, 58 artists and art teachers, 13 authors, 42 editors and reporters, 10 lawyers and judges, 16 pharmacists, 20 actresses and actors, six architects, 41 social and welfare workers, 12 veterinarians, 62 athletes, two aviators, and 15 dancers, dancing teachers and chorus girls.

WHY A LOCAL SCHOOL BOARD?

BY J. H. MARSH

TO a teacher who has had "extended" experience in rural schools of Alberta both under the district school boards and under the present division set-up signs of awakening appreciation of the possibilities of the local boards as at present constituted is of especial interest. One can speak feelingly of the contribution not only to the happiness and efficiency of the school but also to the health and safety of the children while on the school premises that can be made by a local board interested, cooperative and reasonable, and willing to learn the little things they can arrange for in order to get the most out of their school just as they learn how to keep their drills and binders working well and without stoppage. And who does not know how the lack of such a local board makes school attendance less pleasant and less beneficial and prevents the people getting as much for their taxes as they otherwise would. Nor can teachers afford to tolerate submissively conditions injurious to their physical and mental health in the plant where they work any more than can the workers in an industrial plant.

Some teachers may be responsible for a share in inducing the inaction of so many communities and school boards. Nobody would suggest that a teacher should not be kindly "interested" in his pupils. But should he not keep in mind the possible effects of his actions on the future conduct of the local board who might hope that later teachers would be so "sorry" for the children that they would do the board's work as well as their own? And there are such boards. If wood ran out, the board neglected to get some, and an over-worked principal spent time that he could ill spare looking for someone to

bring a load, and if someone suggested to him that closing the school would soon bring the people to see that the board attended to business, and if his reply were: "Oh, that would be cheating the children," would that be healthy interest or sheer sentimentality? Or might he be trying to make a good fellow of himself without regard for what the effect might be on working conditions for another member of the profession who would some day succeed him? And would encouraging the delinquency of the local board help even the pupils in the years to come?

PEOPLE who have the business ability to be good divisional trustees are frequently too busy with their own affairs to visit often the districts in their own sub-divisions. It is too much to expect of them. Many of the details that go to keeping in order the school buildings and grounds could be arranged for by the local board, but superintendents with experience in only high schools in large centres, divisional boards and local boards alike often need experienced rural teachers to guide them.

Past years make it doubtful whether the powers of local boards should be widened. Would it be wise to confer on local boards the power to have teachers moved from their schools? Might they not be too much under local influences? For instance, before the time of the school divi-

After having taught in Alberta schools for 26 years, Mr. J. H. Marsh retired in November, 1947, and now resides at Jarvie, Alberta.

sions a trustee indebted to a store-keeper having a boy who did not "like" the teacher used the debt to make the trustee take part in "firing" the teacher. It is known that there are still local trustees who will make a trip to divisional headquarters to ask the divisional board to move a teacher whose private life they do not like but still have "no time" as a board to study and attempt to remedy conditions about the school that tend to hinder the work of the school by making teaching and supervision of the playground difficult. It is very doubtful, too, if the local board should have anything to do with deciding the outcome of suspension of pupils.

WE should not expect the local trustees to be better than the people who elect them—when the latter do "have time" to turn out to the annual meeting. A former minister of education in Alberta is reported to have said that the most alarming feature of public life today is "the silence of the people." The first step should seem to go to make the people see what they are losing in the schools through their lack of community spirit. The sixty-four-dollar question is: How? How about a systematic and intensive research to determine the teacher hours and pupil hours (the former are paid for by the public) wasted through dis-

comfort, inconvenience and confusion caused by conditions that could be corrected in a few hours by a few men of quite indifferent skill. How many teachers and pupils in our rural schools have been vexed and hindered by draughty windows, blinds out of order, doors that will not stay shut, playgrounds restricted by bush or badly-arranged buildings, or a school well so foul that no germ would or could live in it! The list is by no means complete.

Yes, the local school board is worthwhile; and it is believed the wide publication of the findings of the research previously mentioned, together with an estimate of the outlay of public money (for the wasted teacher hours at least) might do something to awaken the people and lead them to elect good local trustees and cooperate with those they will elect. The findings might be so startling that the community would insist that *all* their money be well spent in the future.

PARCELS TO BRITAIN FUND

| | |
|------------------------------|------------|
| Total Carried Forward..... | \$2,075.70 |
| Faust-Kinuso Sub-local | \$10 |
| St. Paul Sub-local | 20 |
| Athabasca Local | 20 |
| Red Deer Local | 75 |
| East Smoky Sub-local | 6 |
| Strathmore Sub-local | 14 |

BANFF SCHOOL OF FINE ARTS

(Continued from Page 16)

tion with an international reputation. There is no reason why, in the years to come, if foresight, judgment, imagination and courage are used, the School and Banff cannot become the Salzburg of America, offering courses the year round under a staff of the best guest instructors that can be assembled from America and Europe. The prospect is one of great significance to this country and to the art world at large.

FRENCH'S CATALOGUE OF

PLAYS

Mailed Free on Request

Samuel French

"The House of Plays"

480 University Avenue Toronto

ENGLISH AS IT IS SPOKEN

(Reprinted from *The Phi Delta Kappan*, January, 1948)

EXCLUSIVE

"Bell has a much better love for books." That sentence has in each word a vowel sound not found in any language save English.

Here is another phrase to trip the unwary learner of English, "Though a tough cough plough me through."
—Frank C. Laubach.

THE A IN ABC

Although most languages let A represent one sound only, English requires it to stand for eight different sounds, as in ale, chaotic, care, add, account, arm, ask, and sofa.

ROUND ONE

A Frenchman was relating his experiences of learning the English language.

"When I discovered that if I was quick I was fast," he said, "and that if I was tied I was fast, and that not to eat was to fast, I was discouraged. But when I came across the sentence, 'The first one won one one-dollar prize,' I gave up trying to learn the English language."

HE RAN A TEMPERATURE?

Editor: You made your hero too hot-headed, I'm afraid.

Writer: What do you mean?

Editor: He has a lantern jaw to begin with, and his whole face is lit up. His cheeks flamed, he gave a burning glance, and hot with wrath and boiling with rage he administered a scorching glance.

CWRW

When I was a young teacher a clever Welsh parson asked me to pronounce cwrw. I didn't know w then and couldn't hazard even a guess. He laughed at me, said he was astonished that a teacher didn't know

his alphabet. He said, "It's coo-roo—oo as in cool. It means drink—maybe milk or beer."

W is really just what we call it—double u. The European and original pronunciation is OO as in cool. If we should spell it cwl the Welsh would pronounce it correctly.

Now we have the shuck off, let's crack the nut. In teaching beginners we shouldn't tell them that 2 is wu (short u) or woo (as the first three letters of wood). Tell them that w is oo as in cool. Wish is oo-ish. Well is oo-ell. Now is nah-oo.

At evening high school I was once processing a class of 20 Scandinavians for "citizenship." At the begin-

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Applications will be received
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Edmonton Public School Board
for the position of Assistant
Supervisor of Music.

It is probable that the person
appointed to this position will
become Supervisor of Music in
September, 1949. Applicants
must have a teacher's certificate
as well as special qualifications
in music.

Address:

R. S. SHEPPARD,
Superintendent of Schools,
518 Civic Block,
EDMONTON, Alberta

ning of our work together, every one said wat, wy, wich, were, wile, wistle, weel, and the rest.

I thought about cwrw and devised a corrective scheme. I told them that some ancient dunderhead started the fool plan of putting the w before the h, which is only the sign of a breath. The Greeks indicated the breath by a mark—like an apostrophe. So should we.

By putting the letters in their right places we could pronounce the words correctly—hwen, hwat, hweel. Then say hoo-en, hoo-at, hoo-eel.

Well, it worked. At the next meeting every one of the 20 were saying hoo-en.

So, teachers, hwen and hwere you have hwat you think is a problem in pronunciation don't hwimper and hweeze, but think of cwrw!

"ARE TEACHERS 'SHE'S'?"

"For the sake of good English usage and of sound teacher recruitment policy, let us reform our language habits" and refer to teachers generally as "he" rather than as "she."

A major source of irritation to readers of educational literature who are sensitive to language usage is the common practice of using the feminine rather than the masculine personal pronoun in referring to teachers. Many persons who ought to know better habitually say, for example, "The teacher, in dealing with her class" instead of "in dealing with his class."

This is objectionable on two grounds.

In the first place, good English usage requires the masculine pronoun when the reference is to an unidentified member of a group which includes persons of both sexes. Although many authors and factory workers are women, we do not say "the author at her desk," or "the factory worker at her bench," unless

the context clearly indicates that we are speaking only about female authors or factory workers. Similarly, we should not say "the teacher in her classroom," unless the reference is to teachers of primary grades or members of other groups made up of women. It is true, of course, that the majority of teachers are women, but this is not sufficient justification for the practice here complained of.

The practice is objectionable, in the second place, because, by suggesting that teaching is women's work, it tends to discourage men from entering the profession. One of the weaknesses of the American high school has been its lack of an adequate proportion of men teachers. We need to adopt policies that will attract more good men into the profession. The practice here discussed not only fails to serve this purpose, but actually tends to discourage men from entering the profession. This is particularly unfortunate at the present, when many veterans are making decisions about their own careers. What "he-man" from Guadalcanal will be attracted to a profession in which he will be commonly be referred to as "she"?

For the sake of good English usage and of a sound teacher-recruitment policy, let us reform our language habits at this point.—*Educational Research Bulletin*.

HORSE DRAWN VEHICLE

Critic: "The picture of the horse is good, but where is the wagon?"

Artist: "Oh, the horse will draw that."

OCCUPIED

Few people know there are thousands of OIKOLOGISTS in this country; even the OIKOLOGISTS don't know it. One exception was the mother of a newborn babe in a Kansas City hospital who put down her

(Continued on Page 53)

NOTES and COMMENTS

● The Executive has arranged for Miss Goverman, one of the reporters for the Rural Editorial Service, to come to Alberta for six weeks. Miss Goverman will write feature articles and stories about education which will be released through the R.E.S., to which the Alberta Teachers' Association belongs. Dr. Francis S. Chase, Director of the Rural Editorial Service, has informed the office that Miss Goverman is scheduled to arrive in Alberta March 15.

● Bill No. 484, re Dominion Income Tax Regulations, went through its first reading last August and is expected to go before the House of Commons for second reading sometime during the current session. This bill, as at present, makes no provision for deductions from taxable income for necessary expenses incurred by individuals in the course of their work. It is expected that all teacher organizations in Canada will be interested in a campaign to have provision made for such deductions or else to make provision for deductions up to from 5% to 10% of total income for such necessary expenditures as fees, attendance at summer school, conventions, etc. It seems only reasonable to expect that individuals should have the same privileges as corporate bodies.

● The Cypress-Tilley East Local in future will be known as the Medicine Hat Rural Local.

● All teachers' salary disputes of 1947 have been settled with the exception of the one with the West Jasper Place School Board. This dispute went before a Board of Arbitration whose award was unanimous. The teachers voted to accept the award but the school board has managed, through various subterfuges,

to fritter away a month without giving a definite answer to the Department of Trade and Industry. For example, after having studied the award for 25 days, the Board of Trustees, through its solicitor, asked for a clarification of some of the terms. In the meantime, the teachers continue to be paid at the old rate, with an average salary of \$1485 per year. The Board of Arbitration consisted of Mr. W. Stanley Ross, Chairman, and Mr. R. Hennig and Mr. A. B. Cameron representing the School Board and the teachers respectively.

● 133 Councillors, the Executive of the Alberta Teachers' Association, and close to 50 other interested teachers, attended the Special General Meeting of January 3. The only Locals not represented were Acadia, St. Paul, Berry Creek and Coal Branch.

● Some enterprising Local should conduct a survey to determine how many hours the average teacher works in a year, such a survey to include hours in the classroom, time for preparation of lessons, time for marking papers, time for educational meetings, time for attendance at courses, time for school papers, plays, dramatics, music, clubs, etc., etc., etc. A 40-hour week might look like a dream.

● Who Told This Story to "The Medicine Hat News"? "During the past year there has been little difficulty experienced in this city or district in securing a sufficient number of teachers to take over classes."

The Bargaining Agent for the Medicine Hat teachers has another story—quite different. Last spring the City Board advertised in every city in Alberta for teachers and received "six or seven applications"—

and, according to the officials, not all of these applications were even worth considering—in spite of the fact that the Medicine Hat School Board was in no position to be “choosy.” It needed twenty teachers and had a very poor salary schedule. The Board advertised again and finally resorted to canvassing individual teachers at Summer School, with recourse, when “necessary,” to a clause in the schedule giving the Board the privilege of engaging teachers above schedule. Such a clause really negates a schedule. The Bargaining Agent would never have agreed to the retention of this clause had he not been assured by the Board that the privilege would under no circumstances be used except to get a particular teacher for an unexpected vacancy occurring after July 20. In the opinion of the Bargaining Agent, Medicine Hat City had *great* difficulty in securing teachers—without doubt, more difficulty than any other city in Alberta, except possibly Drumheller. Several cities had six to eight applications for every vacancy.

The Division, the article states, gets its teachers mainly from Saskatchewan. The Division has to advertise in Saskatchewan because its Board knows it can't compete with the other Divisions in Alberta. The average salary in Medicine Hat Division is among the lowest in the Province, as the average salary for teachers in the City of Medicine Hat is within a few dollars of being the lowest for the cities.

Further, it is rather naively stated that the Divisional Board fills in any gaps in the schools with untrained persons; the teachers call them “sitters.” Last year the Division had nine “sitters,” this year fifteen, an increase of six, or 67%. The Province, as a whole, has 90 fewer “sitters” this year, an overall decrease of 15%, while the Medicine Hat Division is up 67%.

It can easily be determined by a casual survey of salaries that Medicine Hat City and District have about the poorest schedules and the lowest salaries in the Province in their respective classifications. It can also be determined by investigation of applications, etc., that few School Boards experience as much difficulty as these two Boards in getting teachers.

● A new philosophy course, believed to be one of the most comprehensive of its kind, is being offered by Antioch College. The course will be devoted exclusively to an analysis of the mind-matter problem and will study the fifty-three major theories involved. It was initiated as a result of requests by advanced philosophy students who felt that such a study was necessary to an understanding of the subject, over and above the particular approach of any single course.

● No one seriously questions the right of governments to censor films, nor the desirability of doing so, so long as censorship is not used to curtail or restrict the free dissemination of ideas and information.

In general the authority for censoring films is contained in an Act or Acts which are designed to prevent the showing of films that are either immoral, libellous, or subversive. There is no authority within the Acts which gives governments the right to censor ideas. An alert and informed public opinion is the best safeguard, that the authority given for censorship on moral grounds will not be stretched to give governments power to curtail the free dissemination of legitimate information.

ALBERTA TEACHER HOLDS PUBLIC OFFICE IN B.C.

Mr. H. R. Leaver, a former Edmonton teacher, has been elected to the Board of the Delta School in Ladner, British Columbia.

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After considering the kind of education needed for today's tasks—

We say without reservation that the following are facts, and facts of the utmost importance:

1 Most of our people—especially our rural boys and girls—need broader and better education than they are getting. (The odds against the poorly educated man or nation today are appalling.)

2 In thousands of school districts the education offered is not good enough—even for yesterday.

3 The Province is charged with responsibility for giving suitable education to all its borders.

To Be Self-Evident"

BY L. A. THURBER, B.Sc.

Superintendent of Schools, Red Deer

The Composite High School at Red Deer is a project that has resulted from the joint effort of the City of Red Deer, the Red Deer Board of Education and the Red Deer County. The school is now under construction and is expected to be opened by city water, sewer and light. The city is now negotiating with the Dominion government for the purchase of the site of Red Deer, the Red Deer Board of Education and the Red Deer County. At the close of the war Canadian (Canadian) training took over the facilities of the A.S.D. Army Camp.

4 It is sound Canadian practice to give citizens an opportunity to share responsibility for education through local school districts; but

5 The Province has a duty to see that school districts are satisfactory and to change them when they are not.

6 Districts are satisfactory only when

A. They are able to provide education comprehensive enough to meet the needs of all in the area served;

B. They permit efficient and economical school administration;

C. They give citizens an active share in shaping the policies of schools serving their communities;

D. They give the teachers the responsibility of determining the curriculum that will fit in with the policies of the community.

Is Your School District Satisfactory?

RED DEER COMPOSITE HIGH SCHOOL

BY L. A. THURBER, B.Sc.

Superintendent of School, Red Deer.

THE Composite High School at Red Deer is a project that has resulted from the joint effort of the city of Red Deer, the Red Deer school division, the Rocky Mountain House school division and the Lacombe school division.

At the close of the war Canadian Vocational Training took over the facilities at the A.20 Army Camp, which is immediately adjacent to the city of Red Deer, for the purpose of training veterans. As the demand for this training slackened off it became apparent that there was a possibility of acquiring some of these buildings for school purposes. In March, 1947, a committee consisting of representatives from the city of Red Deer school board, the mayor of the city, the president of the Board of Trade, Red Deer division, Lacombe division and Rocky Mountain House division met with the Minister of Education and Mr. J. H. Ross, director of C.V.T. in Edmonton to discuss the proposal. This committee received every encouragement from the minister and Mr. Ross promised complete cooperation. In late June an agreement was entered into by the Red Deer school division and the Department of Labor at Ottawa to the effect that certain buildings were to be made available for school purposes with prior option to purchase. The purchase price set on these buildings is eight per cent of the original value. The school was to have joint occupancy with C.V.T. of certain other buildings. Ten buildings were released for exclusive use by the school and we have joint use with C.V.T. of four other buildings. The entire site consists of about 112 acres, 40 of which is laid out in

streets and is served by city water, sewer and lights. The city is now negotiating with the Dominion government for the purchase of the entire site. They will then sell to the school the lots and blocks upon which the school buildings stand as well as the approximately 80 acres of undivided land for the purposes of agriculture classes.

An Advisory Committee, consisting of one member from each of the participating units with an independent chairman, has been set up. This committee determines policy and the various boards have agreed to accept recommendations from it. The Red Deer school division has been responsible for acquiring control of the buildings and making alterations for classroom purposes. Until December 1st, the city board was responsible for the vocational staff. For various reasons this arrangement was not satisfactory and now the Red Deer division is responsible for all staff.

All grants earned are deducted from the costs of operation and net cost per pupil are shared on the basis of the number of pupils enrolled from each unit.

DURING the summer holidays alterations were carried out to provide adequate classroom accommodation for the academic classes, vocational classes and dormitory accommodation for boys and girls. There are twelve academic classrooms in buildings which are on cement foundations, insulated with rock wool and heated by hot water. A commercial department has been set up with two teachers in charge. The shop courses are housed in two

drill halls as well as the agriculture and farm machinery. The girls' dormitory accommodation consists of two W.A.C. buildings. These buildings are divided into cubicles for two pupils each. They are heated by hot water and have excellent wash-room and bathroom facilities as well as laundry room. We are housing at present 120 girls. The boys dormitory is located in the former hospital building. They are housed in five large open wards. This building is steam heated and has good facilities throughout. There are 160 boys accommodated at present. The kitchen and dining room is also located in this building. With a total enrollment of 260 it takes a staff of five in the kitchen and three in the dining room to look after the meals.

All the academic courses are offered as well as the following vocational courses: Woodworking 1 and 2, Electricity, Metals, Automotives, Plant Science, Animal Husbandry, Typing, Shorthand, Office Practice, Fabrics and Dress, Home-making.

One drill hall is devoted entirely to Shop courses and houses as well the forges and two complete welding shops. Another drill hall is devoted largely to farm machinery. The various machine companies have provided a very wide range of farm machinery which the classes have set up and use for study. In this building as well there is a complete dairy testing laboratory. On the back of this building the agriculture classes have built cattle sheds and corrals. There are a number of registered cattle on the grounds now as well as three registered sows. These animals are being looked after by the pupils. There is approximately 80 acres of farm land which was put down to brome when the army left the camp. The school division got permission to cut this hay last July and put up 60 to 70 tons of good hay. This is now being used in feed pro-

grammes. Fifteen acres were plowed this fall in preparation for seed plot work in the spring.

One teacher spends full time with athletics and one about three quarters time. There is a quarter mile track on the grounds, a football field, two baseball diamonds and three tennis courts. The W.A.C. recreation building is used for indoor athletics during the winter as well as the auditorium of the Y.M.C.A.

AFTER school opened a great demand arose for more opportunity in music. To fill this demand the board brought in one instructor to do extracurricular work. The number of pupils registering for this work was so great that we now have three instructors, two part time. They have organized a Symphony Orchestra, a School Band, Choral and Glee Club and a Music Club. There are one hundred and thirty pupils participating in these various phases of music. These activities are carried out in the Y.M.C.A. building as well as Dramatics. This building has an auditorium capable of seating five hundred, a fully equipped stage with dressing rooms. In addition there are three music studios as well as music practice rooms.

The athletic activities and the extracurricular activities in music provide recreation for pupils in dormitories as well as the city pupils. In addition to this there is a canteen-cafeteria operated by the students' union. School parties and school dances are held periodically as well as picture shows in the Y.M.C.A. building.

The dormitory pupils are charged \$20 per month for board. Of this amount \$1 is for medical fees which cover all services except hospital and drugs. A doctor is on call at all times. Everything is provided for the pupils including sheets, bedding, etc. The

(Continued on Page 51)

Lethbridge School District No. 51

Excerpts from Newly Negotiated Salary Schedule Effective
January 1, 1948

| Collegiate: | Minimum | Maximum | Increment |
|-------------------------------------|---------|---------|-----------|
| Principal | \$3300 | \$4400 | \$100 |
| Vice-Principal | | 3900 | 100 |
| Assistant With Degrees | 2100 | 3700 | 100 |
| Assistants With No Degrees | 1800 | 3400 | 100 |
| Public School: | | | |
| Principal | 2100 | 3400 | 100 |
| Vice-Principal | 1900 | 2700 | 100 |
| Assistants—Division III | 1600 | 2400 | 100 |
| Assistants—Divisions I and II | 1500 | 2300 | 100 |
| Physical Training Instructor | 2000 | 3400 | 100 |
| Music Supervisor | 1800 | 2900 | 100 |

SABBATICAL YEAR

Any teacher who has taught in the Lethbridge schools for twelve or more years may be granted one year's leave of absence subject to the following conditions:

- The teacher will spend this time in recuperating health, in travel, or in improving his or her professional standing in a manner approved by the Superintendent of Schools. The teacher shall agree not to engage in any remunerative occupation for the year.
- Such teacher shall retain his or her standing on the staff and increment will be allowed.
- The number of teachers granted leave under this plan shall not exceed one in any one year from the Collegiate staff, and two from the public-school staff.

Each teacher shall receive as salary during the year's leave of absence, in the case of a Collegiate teacher, the difference between his

or her salary and the salary paid the replacement teacher for the year, and in the case of more than one public school teacher, each teacher shall receive the average of the difference of the total salaries paid the teachers and the total salaries paid the replacement teachers.

OVERTIME PAYMENT FOR SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES

A "session" is understood to mean the whole period during which the particular activity is being conducted. No payment will be made for the supervision of part sessions only.

RATE OF REMUNERATION

\$1.50 per supervisor for any one session of any approved activity whether after 4 p.m. or in the evening.

One supervisor only to be paid for any house-league session.

One supervisor for each school to be paid for inter-school games.

Maximum allowance for the Collegiate for the year\$600

Maximum allowance for 8-room public school for the year 300

Maximum allowance for 12-room public school for the year 450

All activities must be authorized by the Principal and approved by the Superintendent.

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Re Election of Provincial Executive

Voting List as at January 31, 1948, according to records
in A.T.A. Office

Pages 37 - 51, inclusive, of this magazine give a complete alphabetical list (except for members of the Correspondence-School Local, Edmonton, and the Faculty of Education Local) of the members of the Alberta Teachers' Association as registered at January 31, 1948, in the A.T.A. office. The names of the teachers are listed under three main headings: (1) School Divisions, (2) School Districts not in Divisions—Edmonton, Calgary, Lethbridge, Medicine Hat, (3) Other School Districts not in Divisions. Also, there is a short list of "Optional Members" at the end.

Please check these pages carefully to see if your name is listed. IF YOUR NAME IS NOT LISTED, PLEASE NOTIFY THE A.T.A. OFFICE IMMEDIATELY.

If your name is not listed, you will not be sent a Ballot unless you have notified the A.T.A. office and an error is evident.

SCHOOL DIVISIONS

—A—
Anders O. Aalborg; Mrs. C. Aalborg;
Phyllis Aarbo; John L. Aasrud; Mrs. Tunic
Abday; Edna V. Abercrombie; Mrs. Ruth
Acaster; Mrs. Edith Adair; Mrs. L. Adair;
Arthur Adams; Mrs. Jean Adams; Jenna
Adams; Mrs. Ruth Adamson; Margaret E.
Addison; Bertha Adkins; Anna Ahearn;
Constance Aikenhead; Mrs. E. Aksaniuk;
Kenneth E. Alackson; Enid Albers; Anna
Alberts; Anne Albus; Alf. Aldridge; Ethel
M. Allan; Hilda Allan; Marion Allan; Ada
M. Allard; Art Allen; Chas. E. Allen;
Charles M. Allen; Doris M. Allen; Elaine
Allen; Estelle Allen; Mrs. Merle Allen;
Mrs. Pearl W. Allen; James L. Allred; Mrs.
Eunice Alspach; Mrs. Ella Alton; Margaret
Ambler; Ruth Ambler; Allan Ambury; Daisy
G. Ambury; Mrs. M. E. Anclair; Mrs. Mary
Andersen; Alice Anderson; Mrs. B. Ander-
son; Mrs. Elizabeth Anderson; Ethel Ander-
son; Freeman Anderson; Mrs. H. W. Ander-
son; Harold Anderson; Mrs. Ina C. Ander-
son; Leona Anderson; M. Jean Anderson;
Mabel Anderson; Melville Anderson; R. H.
Anderson; Mrs. Rebecca Anderson; Sybil
Anderson.

Vera Anderson; Wm. A. Anderson; Agnes
Andrews; Steve Andriashek; Mary And-
ruski; Joseph E. Andrusiw; P. Gloria And-
rusiw; Betty June Angel; Alice Anhorn;
Mrs. B. Ankil; Gladys C. Annoho; Hennie
Annoho; Geo. Annesley; Mrs. Lenora Annett;
Doreen Anthony; Mrs. R. Anthony; Mrs.
Annie Antonuk; Judy Aoki; Ted Aoki; An-
toinette Aquin; Jean Archibald; Mrs. M. B.
Archibald; Gladys V. Arkinstall; Dorothy
Armstrong; Pauline Arnett; Mary A. Arthur;
Mrs. M. A. Ashman; Annabelle Ashmore;
Florence Ashton; Sarah Astell; Mrs. Mar-
jorie Astley; Mrs. Mary Astley; Mrs. Esther
Astner; Blanche Aston; Helen Atkins; Mrs.
Louise Atkinson; Mrs. Velma Attwood; Mrs.
G. Aune; Jean Austin; Mrs. Mary Austin;
Albert Avery.

—B—
Helen Babiuk; Harry Bably; M. Bach-
meier; Mrs. M. Bachynski; Mrs. Agnes
Backstrom; Marjorie Bacon; Mrs. I. R. Ba-
dner; Mrs. M. L. Bagnall; Mrs. A. L. Baich;
Eileen Bailey; Joyce Bailey; Lylla Bailey;
Howard Baker; Mrs. P. Baker; Roy L. Baker;
Wm. J. Baker; D. R. Baldwin; Mrs. Ruth
Balfour; Roma Balhorn; Mrs. Eileen Ball;
Mrs. E. E. Bamber; Mrs. Rosina Banks;

Mrs. C. Bannister; Mrs. Grace Banta; May
C. Bapic; Kenneth Baptist; Nettie P. Bap-
tist; P. J. Baranyk; Muriel Barber; William
D. Barber; Mrs. Florence Barby; Mrs. C.
Barclay; Mrs. J. Bargholz; Mrs. H. Barker;
Miss K. Barker; V. Barkhouse; Helen
Barnes; Mary Barnett; Wm. E. Barnett; C.
Barry; Mrs. Rosa Barry; Michael Barman;
Mrs. A. R. Barton; Miss L. Bartecky;
Edwin J. Batiuk; Sadie Batiuk; Mrs. E. E.
Baxter; Percy Baxter; Mrs. Nellie Baydusa;
Roman Baydusa; Voldmyer Baydusa; Marie
Bayens; Frank Bazant; Mrs. A. Beaton; Miss
H. Beattie; Mrs. J. W. Beaver; Mrs. Gladys
Beckett; Gordon Beckett; Anna Beer; Mrs.
Elnor Beet; Eva Beet; Elia Befus; Mrs.
Pearl Behn; Mrs. Kathleen Belerbach; Miss
L. Beingessner; Mrs. Jean Belcher; Mrs.
Alice Belinski; Bernice Bell; Jessie Bell;
Rita Bell; Ella Bellak; Mrs. J. Bellamy; Mrs.
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nett; Mrs. Belva Bennett; Mrs. E. Bennett;
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Ruth Bennett; Miss Annetta Benson; Mrs.
Viola Benson; Mrs. Leona Bent; Mrs. A.
Bentley; Grace Bentley; Ruth Berdine; Mrs.
M. Berejowsky; Josephine Berezanski; John
Berezon; Mrs. H. M. Berg; Rosemary Berge;
Ida Bergstrom; Mrs. Annie Bergum; Marc.
M. Bernard; G. L. Berry; Violet Bestling;
Miss L. Best.

Mrs. William Betker; Fred Betton; Ber-
nice Beveridge; Mary Bezubiak; Aurora
Biamonte; Pearl Bidulek; Mr. A. Bieber;
Rudolph Bieber; Mrs. Mabel Biggs; Michael
Billey; Mrs. O. Billingsley; Mrs. Melba Birck;
Arthur Birkett; Miss F. M. Biron; Dorothy
Bishop; Mrs. L. M. Bishop; Ross Bishop;
Margaret Birk; Myrtle L. Bjornson; Miss J.
Black; Mr. D. Blackie; Gordon Blackmore;
William Blackmore; Mrs. Margaret Blaine;
Cecilia Blair; Mrs. F. M. Blair; J. Kenneth
Blair; Mrs. Elinor Blake; Mrs. Hazel Blake-
ly; Carl E. Blakeney; Georgia Blanche; Mrs.
Audrey Blondheim; Lilian E. Bloom; Fred
Boor; J. E. Blumell; J. F. Blumell; Richard
E. Blumell; Mrs. M. Blundell; William Bobor;
Mary Boblin; Anne Bodnar; Peter Bodnar;
Theodore A. Bodnar; Jennette Bodnaruk;
Mrs. V. Boehm; Mrs. Agnes Boettger; Mrs.
Owen Bohne; Victor E. Bohnet; Alice Boko-
voy; Mrs. Margaret Bolch; Peter Boldt; Mr.
Margaret Bolch; Alice Bollinger; Mrs. Bertha
Bolt; Yvette Bonnaure; Claire Bonnell; Marie
Bonnet; Mrs. A. E. Booker; Mrs. F. J.
Boomer; Mrs. N. T. Boos; Mrs. Laura Bor-

gal; Betty Borgen; Edith H. Borthwick; Olga Borutski; Elizabeth Borys; Minnie T. Bosch; Richard Bowwell; Mrs. V. I. Bothwell; Helen R. Bottolfs; Theresa Bouchard; Joan Boulter; Mrs. Marie Bourassa; Ed. Bouthillier; Mrs. Dorothy Bowden; Dorothy Bowers; Mrs. Teresa Bowers; Thomas Bowhay; Helen Boyco; Mrs. Elsie Boyd; Daisy Bowhay; Dorine Boyes; Steve Boyko; Mrs. Frances Boytneek; Mrs. M. E. Bruce; James Brown; Miss Dele more Bradley; Mrs. Helen Brager; George Braham; Miss E. Braithwaite; William Bramley; Ruby Bransford; Mrs. Carrie Bratrud; Mrs. Annie Bray; Mrs. O. Brendon; John Breen; Mrs. Jean S. Bremner; Mrs. F. L. Brenenstuhli; Emma Brick; Kenneth W. Bride; Pauline E. Bridge; Lucille Brietzke; Mrs. A. L. Brightland; A. Brimacombe; Gilbert Brimacombe; Bernadette Brochu; Gus O. Brocke; Miss A. Brockel; Fritz Brockman; Luella Broder; Mrs. Adina Brodie; O. J. Broemeling; Mrs. V. M. Brogan; Mrs. Edna Brooks; Mrs. Pearl Brooks; Carmen Brosseau; Doris Brosseau; Elroy Brosz; Victor Brosz; Owen Brown; Andrew Brown; Mrs. Avis Brown; Doreen Brown; Mrs. E. M. Brown; Ethel M. Brown; Mrs. Irene Brown; Kenneth Brown; Mrs. Emily Browne; Martin Bruce; E. A. Bruder; William Brushett; Mrs. E. M. Bryan; Mrs. Gertrude Bryan; Arthur Buchanan; Miss M. M. Buckenfield; Mrs. N. Buerger; Irene Buhay; Wm. Frank Bullis.

Mrs. Edna Bullock; John T. Bullock; Mrs. Lillian Bullock; Allan Bulmer; Mrs. H. Bureh; William Burch; Mrs. G. Burchell; Miss S. Burden; Mrs. A. Burfield; Louis O. Burger; Kathleen Burgess; Mary Burke; Mrs. D. E. Burleigh; E. B. Burnard; Mrs. C. A. Burnett; Elis. Burnham; Mrs. Alberta A. Burns; Betty Burns; James Burns; Mrs. M. Burr; Beryl E. Burroughs; Cecil K. Burton; Mrs. Madeline Burton; Margaret J. Burwash; R. A. Burwash; Mrs. C. Bush; Vera Bushko; Wm. Bushko; Grace Busse; H. Butchart; Myron Butserfield; Mrs. Alice Butterwick; Julia Busik; Joan E. Bye; Teresa Byer; Gertrude Byrtus; Mrs. Delia Bystrom.

—C—

Velma Caddey; Marilyn Cacey; Alice Cade; June Cadek; Gordon B. Cairns; Mrs. Bessie Caldwell; Mrs. A. B. Gallard; Sylvia Callaway; Marrian T. Calvert; Zella P. Calvert; Mrs. Tilda Calwell; Mrs. Alice Cambridge; Jane A. Cameron; Kathleen Cameron; Lloyd R. Cameron; Margaret Cameron; Della Campbell; Doris Campbell; Mrs. Ella Campbell; Mrs. Ethel Campbell; Irene Campbell; Jean Campbell; Mrs. M. Campbell; Mrs. Mabel Campbell; Mrs. Mary Campbell; Mary Campbell; Norman Campbell; Mrs. P. Campbell; Mrs. E. Camyre; Irene L. Capell; Miss B. Cappelman; Mrs. Julia Cardiff; Mildred Carey; Mrs. Irene Cargill; G. A. Carlson; Kenneth Carlson; Mrs. L. E. Carmack; Mrs. Augusta Carmichael; Clara Carmichael; George Carmichael; Mrs. M. G. Carmichael; G. D. O. Carr; Mrs. V. Carr; H. E. Carroll; Mr. C. Carson; James Wm. Carson; Betty Carter; Anton Caruk; Mrs. Bea Casey; Thos. H. Cassidy; Doris Castleman; Claude Cavett; Andrew Chaba; Henry Chaba; Mrs. Lucy Chaba; Mrs. Oles Chaba; Mrs. Teresa Chaba; Walter Chaba; Mrs. P. Chadney; Alma C. Challand; Mrs. J. Champagne; Mrs. Ruth I. Chapman; Mrs. M. Charuk; Mrs. Mildred J. Chase; Mrs. Doris Chatters; Emily Checknits; J. H. Chepeha; Mrs. S. Chepeha; Miss I. Cherniwehan; Nancy Cherniwehan; Oliver Chernyck; Mrs. Viola Chernyck; Eileen Child; Mrs. Cath. Chilibeck; H. F. Chittick; John Chmelnitsky; Mr. N. Chmilar; Nick Chodan; Stella Chodan; Mary Chorney; Dan S. Chrapko; Mrs. I. Christofferson; Betty Christofferson; Hanna Christofferson; Mrs.

M. Christopherson; Mrs. Anne Churchman; Walter Chykenia; Mrs. F. Ciarelli; Joan P. Clandillon; Mrs. Margaret Clague; Winnifred Clare; David Clark; Mrs. Florence Clark; Mrs. Jean Clark; John E. Clark; Marjorie J. Clark.

Martha A. Clark; Mrs. Mary A. Clark; Mrs. Mildred Clark; Sadie Clark; Mrs. Signe Clark; Mrs. Catherine Clarke; F. Clarke; Lola Clarke; Isabella Clarke; Mrs. Mattie Clarke; Mrs. Stella Clay; Mrs. Elsie Claybert; Mrs. E. M. Clemenger; Mrs. Jessie Clemens; Lone Clifton; Hazel Cline; Mrs. Beatrice Clink; Victoria Close; Geo. H. Clossey; Michael Clune; Margaret Clyne; John R. Cond; Margaret Coates; Jean Cockcroft; Mrs. W. Coffy; E. G. Coglon; Cleota Colbens; Mrs. Nellie Cole; Mrs. S. A. Cole; W. Gordon Collier; Elaine J. Collin; Virginia Collins; Mrs. Helen Combs; Mrs. E. Comley; F. J. Condon; Wm. J. Condon; Mrs. Ruth Conley; Mrs. G. M. Conn; Miss A. M. Connaboy; Mrs. M. Connelly; Earth Conner; Nancy Connor; Mrs. H. Conover; Mrs. H. Coogan; Mrs. Ada Cook; Dean Cook; Doris L. Cook; Mrs. G. Cook; Mrs. M. D. Cook; Ruth Cook; Mrs. Ida Cooke; Mrs. Leda Cooper; Margaret Cooper; Walter Cooper; Mrs. Pearl Coppock; Mr. A. E. Corbett; Christine Corraini; Miss E. A. Corlatto; Jeanne Couillard; Mrs. Ada Coulton; Margaret Court; Mrs. Jeannette Court; Mrs. Marion Court; Helen A. Courtney; Mrs. Frieda Coward.

Miss I. Cox; Mrs. Viola Cox; Mrs. A. Crabtree; Mrs. Kathryn Craig; Margaret Jean Craig; Shella Craig; Mrs. A. E. Cramton; George Crandall; Mrs. Essie Crawford; George Crawford; Jessie K. Crawford; Mildred Crawford; Mrs. S. E. Crawford; Phyllis Creasy; Mrs. May Creelman; John Arthur Crellin; Marjorie Crisford; Vivian Croft; Charles A. Cromie; Mrs. Hazel Crooks; Mrs. Mary Cross; Harriett Crossman; Adrienne Croteau; Helen Crough; Mrs. Crough; Terrance E. Curran; Mrs. S. Crowdis; John W. Crowle; Samuel H. Crowther; Miss E. May Cruickshank; Mrs. H. Cruickshank; George Cucurean; Mrs. Iva Culham; Arthur Cumberland; Mrs. Elma Cumberland; C. Cummins; Mrs. C. A. Cummins; G. H. Cummins; Harry Cummins; Mrs. E. Cunningham; Mrs. Ella Cunningham; Mrs. Marg. Cunningham; Terrence E. Curran; Mrs. Verna Currie; Louise Currier; Mrs. C. Curtis; Opal Cutforth; Winnifred Cutler; S. Cwikewich; Mrs. Muriel Cyr.

—D—

Marlen Daack; Mrs. M. J. Dacyk; Mrs. J. Dafeo; Mrs. Mamie Dafeo; Susanne Dahl; Gertrude Dahlberg; Mrs. A. H. Dakin; Mrs. Mary Dale; Dorothy Dalgleish; Mrs. Dalgleish; Miss L. B. Dallyn; Joanna M. Damsgard; Olga E. Danekuk; D. C. Danell; Michael A. D'Andrea; Fred Danelesko; Mrs. Anne Danelovich; Mrs. Edna Danekuk; Mrs. Elma Danekuk; Annie Dann; Mrs. Helen Danyliuk; Mrs. Alice Darks; Harold J. Darks; Lois Darks; Dora Dart; Kate Dary; John David; Allison Davidson; Mrs. Inez Davidson; Samuel D. Davidson; Mrs. G. I. Davie; Mrs. Davies; Elinor Davies; Gordon Davies; Mary Ann Davison; Thomas Davies; Mrs. P. S. Davison; W. B. Dawson; Mrs. Hild Dawson; Mrs. Mabel Dawson; Mrs. A. K. Day; Mrs. Cloe Day; Mrs. Evelyn Day; Mrs. Mabel Dean; Ruth Deans; Lillus Deborn; Mrs. Edith Deby; Mrs. Flora Dechenne; Wm. A. Deesprose; Mrs. Mary Deering; Mrs. A. Deeter; Alexander Deleff; Doris Dell; Miss D. Demchuk; Mrs. E. Demick; M. Demchuk; Mrs. Anna Deminuk; Halia Demkiw; Mrs. Margaret Demosky; Miss I. Denesuk; Mary Dennill; Alton E. Dennis; Mrs. Annie Derrick; Miss M. R. Deschatelets; Laurent Despins; Mary Des-

rosiers; Mrs. M. F. Detert; Clement C. Devenish; Dorothy Dewald; Mrs. Florence Dewar; Margaret Dewart; Mr. C. J. Dibble; R. T. Dick; Thos. Dick; Mrs. J. Dickinson; Therese Dickinson; John Dickson; Mrs. M. Dickson; C. V. Digory; Mrs. Helen Dixon; Mrs. Ardis Dobson; Mrs. M. Dobson.

Louise Doering; Edith Doherty; Mrs. M. Dolmo; Mrs. Marie Dolhagany; Mike Dolny; Marion Domanski; Annie Domoney; Mildred Domoney; Alfred F. Donahue; Mrs. A. B. Donahue; Mrs. Johanna Doran; Mrs. Olga Derish; Mr. P. Doschinewk; Elizabeth D. Dougan; C. D. Douglas; F. A. Douglas; Mrs. L. Douglas; W. Bert Dow; E. W. Dowling; Agnes Doyle; W. A. Doyle; Mrs. Mydra Dragland; Alfred Drews; Olga Dron; Mrs. Hanna Drury; John C. Dubeta; Mrs. Marvella Duce; Miss G. E. Duffield; Pat Duffy; Reginald Duffy; Mrs. Mabel Duke; Ninalou Duke; Gwen Dunsmore; Miss L. Dupuis; Phileas Durocher; Anne Dwernychuk; Mrs. M. Dwernychuk; Anne Dyck; Mrs. M. C. O. Dyck; Mrs. Mary E. Dyck; Dagny Dyholm; Lily Dziatkewich; Sophie Dziatkewich; Miss L. Dziwenka; Zelpha Dow.

—E—

F. Dale Earl; H. J. Earle; Joyce Easton; Annie K. Echlin; S. Eckert; Mrs. Ellen Eckmier; Wealie Eddy; W. J. Ede; Miss E. Jean Edmondson; Mrs. Edna Edmondson; Mrs. Catherine J. Edwards; Melvin O. Edwards; D. E. Edwards; Mrs. Edwards; Grace Edwards; Margaret Eggleston; Fred Einchenlaub; Doris Eide; Mrs. Jenn Ek; Mrs. Ruth Ekelund; Augusta Ekis; Ada Ekman; Elizabeth Elder; Irene Eleniak; Mary Eleniak; Esther Elford; Mr. H. A. Elford; Mrs. A. E. Elgert; Metro Elluk; Miss R. E. Eli; Ellis M. Ellerby; William Ellerington; Arthur Elliott; Molly Elliott; Dorothy Elliott; Anne Ellis; Mrs. P. Ellis; Elmer S. Elson; Clarence Elson; Mrs. Jennie Emry; Elsie Engman; Fred Enns; Mary Erdos; Emma Erzeinger; Mrs. Edith Erickson; Helen Erickson; Rosina Erskine; Doris L. Eshpeter; Mr. B. Esopenko; Mrs. Anna C. Essen; Mrs. Helen Eubank; Celia Evans; Dora Evans; Mrs. Pearl Evans; Ralph Everenden; Mrs. Roberta Evoy; Mrs. M. M. Eyres; W. Roy Eyres.

—F—

Oscar Fadum; Yngvar Fadum; Mrs. Ardite Falk; Mrs. R. F. Farbridge; Mr. G. Farewell; W. Earle Farris; Carl Farvolden; Margaret Fath; Phillip Fawcett; Lavinia Feder; M. S. Fedorak; Alex J. Fedoruk; Alice Fedoruk; Andrew W. Fedoruk; Mrs. Tillie Fedoruk; Katherine Feist; Phyllis Fenske; Mrs. Flora Fenton; Lilley Ferbey; Andrew Ference; Mrs. G. Ferguson; Lila Ferguson; Margaret Ferguson; William Ferguson; M. W. Fertig; Ruth Fewch; Janet Ficht; Mrs. Ellen Field; Mrs. E. Field; Mrs. E. Fildes; Wm. Filewych; Esther Filipechuk; W. Filipchuk; Mrs. Barbara Filippek; Ella Finlayson; Mrs. V. M. Finn; Mrs. Marjorie Fisher; Mrs. Luetic Fithen; Margaret Fitzgerald; Mary Fitzgerald; Robert Fitzpatrick; Mrs. E. Fiser; Gunhild Flaistad; Mr. C. Flanagan; Mrs. Grace Flaska; Mrs. A. W. Fletcher; Mrs. Dorothy Fletwelling; Mrs. Emma Flint; Norma Flintoff; Mrs. Lola Flood; Prokop Floria; J. H. Folkard; Mrs. M. Forbes; Olive T. Forbes; Quenie Ford; Mrs. Violet Forester; Mrs. Alice Fors; W. R. Fors; Ernest Wm. Forsyth; Mrs. M. Forsyth; Hilare Fortier; Miss H. E. Fossum; Mrs. Lena Fossum; Mrs. Marion Foster; Mrs. Margaret Foster; Margaret Foster; Dora Fotty; Mrs. Beatrice Fowler; Mrs. B. Fowler; Mrs. Irene Fowler; Jean Fowle; Mrs. V. Fownes; M. Lorene Francis; Mrs. E. Fraser; Mrs. J. Fraser; K. W. Fraser; Mrs. Marion Fraser; Roy R.

Fraser; Mr. W. Fraser; Kathleen Frayne; Mrs. Jean Frasier; Mrs. Baby Frederickson; Mrs. Mary Freed; Gladys Free; Mrs. B. Freeman; Mrs. Grace French; J. C. French; K. Wayne French; G. F. R. Fretwell; Mrs. Hilda Frizzell; Mrs. L. Frizzell; Mrs. V. Frogge; Mrs. R. Fromont; Mary Fuchs; Olea Fuglem; Kathleen Fulcher; Miss E. Fuscko.

—G—

Mrs. M. Gauslaas; E. H. Gabert; E. W. Gabert; Mrs. Hazel Gaberts; Peter Gabinet; Mrs. Mary E. Gadd; Mrs. Dorothy Gadowsky; Mrs. Mary Gadowski; Edith Gadsden; Mrs. W. Gaebring; Eleanor E. Gale; Anne Gallagher; Robert Galvin; Adrienne Gamache; Mary Gamble; Gladys Gambin; Albert Ganser; James Gardiner; Mabel Gareau; Mrs. Helen Garner; Mrs. Margaret Garner; Lloyd Garrison; Carolyn Gartley; Marie Gastle; Douglas A. Gaudette; Doreen Gaught; Anne Gaulker; Mary Gaulker; Mrs. K. Gavinchuk; Olga Gavinchuk; Morris J. Gayer; Inez Geard; Mabel Geary; Mrs. C. M. Gee; Mrs. L. H. Geernaert; Olga Gegoelick; Wm. H. Gegolick; Mrs. Margaret Gellert; G. Gemmell; Verna Genge; Mrs. E. R. Georgsen; Mrs. C. Gerlach; Lena Gerlywich; Mrs. Kathleen Gerrard; Mrs. Victoria Gerrig; Mrs. W. Gerry; Mrs. Lena Gets; Ines Gibb; Kenneth Gibb; Mrs. Leah Gibb; Mrs. Shirley Gibb; Mrs. Wilda Gibbon; Mrs. Anne Gibbs; Mrs. J. H. Gibbs; Mrs. Elizabeth Gibson; James Gibson; W. O. Gidman; Edna Giebelhaus; Mrs. Frances M. Giedt; Alice Gietz; Mr. H. Gilbert; Mrs. Kristina Gilbertson; Donald H. Gilchrist; Mrs. Jean Gilchrist; Mrs. Geraldine Gill; Aileen Gillen; Mrs. Margaret Gillespie.

Hazel Gilliland; Hilda W. Gillis; Mrs. Daphne Gingrich; Edna Gish; Helen Glaser; Bertha Glass; Marg. M. Gleeson; Hazel Glidden; Mrs. Frances Glover; Germaine Godbout; George F. Godfrey; Miss J. A. Godwin; Mrs. Barbara Goodicks; Mrs. Leah Gohby; Marion Goldstrom; Mrs. Rosilla Goldstrom; Leona Golemboski; Mrs. Winnie Gollodge; Eleanor G. Good; Mrs. Viola Good; Mrs. Mary S. Goodbrand; Mrs. Winifred Goodrich; Jean Goodwin; Francis Goreak; Esther Gordey; John L. Gordey; Lillian Gordey; Sophie Gordey; Miss D. Gordon; Evelyn F. Gordon; H. F. Gordon; Miss M. E. Gordon; Miss M. E. Gordon; Mrs. Margaret Gordon; Samuel H. Gordon; Jean Goulding; Betty Grabutski; Della M. Graham; Mrs. Jintie Graham; Mrs. L. M. Graham; Mrs. M. Graham; Mrs. Ethel Gramms; Mrs. Floy Granger; Mrs. E. C. Grant; J. W. Grant; William Grant; Peggy Grant; N. M. Grant; Miss Grasluk; Mrs. Rose Gray; Ruth Gray; Olga Greckul; Mrs. A. Green; E. E. Green; Evelyn Green; Louise Green; Mrs. Martha Green; Muriel Green; Mrs. E. Greenan; Mrs. R. Greene; Mary Greenhauch; Miss M. Gregory; Annie L. Gregson; Mrs. Helen Grekul; Victoria Grekul; Wm. Grekul; Mrs. Mary Gremlach; M. A. Griffin; William E. Griffin; Mrs. Janet Griffith; Mary Grinde; Mrs. Beatrice Grinnell; Helen Grissack; Mary Groat; Anna M. Groome; Matilda C. Grudecki; Mrs. B. P. Grumbly; Emery Gruminger; Leslie R. Gue; Corina Guenther; Dorothy Gullion; Donald H. Gunn; Sheila Gunn; Patricia Guttridge.

—H—

Olga Habiak; Vada Haddigan; E. Roy Haddington; Mrs. M. Haddington; Mrs. C. Hagen; Donald Hagen; Mr. Hagerdorn; Mrs. Irene Haggerty; Aurelia Hahn; Miss E. T. Hahn; Miss N. Hahn; Mrs. Margaret Haire; Mrs. Nora Habat; Alice T. Habert; Eric G. Hale; Mrs. Anne Halina; Alice Hall; Doris Hall; Harold J. Hall; L. G. Hall; Bon Hall; Lena Hallderson; Valla Hallderson; Mrs. W. Halstead; Nadia Haluschak; Isa-

belle Halwa; Louise H. Halwa; Mrs. A. Hamer; Mrs. S. Hamer; Mrs. Alice Hamilton; George Hamilton; Mrs. Ida Hamilton; Jean Hamilton; Joan Hamilton; Mrs. Margaret Hamilton; Mrs. Esther Hammermaster; Mrs. Grace Hammond; Mrs. M. S. Hancock; Sadie Hanks; Mrs. Aura Hanna; Gretta Hanna; Saphonia Hannas; John Hannechko; Wm. E. Hansen; Gordon Hanson; Jean Hanson; Mrs. J. Hanson; Mrs. Marg. A. Hanson; Signe Hanson; Sonis Hanson; Thomas Hanson; Jake Harder; Vera Harding; Earl M. Hardy; Mrs. Emma Hare; Mrs. Clara Hargreaves; Mrs. Nellie Harker; Marion P. Harland; Marjorie Harman; Mrs. G. H. Harper; H. O. Harper; Mrs. Vera Harrigan; J. Harrington; James Harrington; J. R. Harris; Mrs. Minnie Harris; Alberts M. Harrison; B. R. Harrison; Mrs. G. Harrison; Margaret Harold; Mrs. G. M. Hart; Opal Hart; Mrs. R. Hartley; Mrs. Elizabeth Hartwell; Mrs. A. M. Harvey; Clifford L. Harvey; Mrs. Susan Harvie; Katherine Hasiuk; Mrs. Velma Haslin; Mrs. R. M. Hatchard; Nick H. Hauga; Mrs. Margaret Hauga; Mrs. Helena Haugen; Marie Haugen; Corrine M. Haukedal; Pauline Haurylechko; Frances Hausauer; Mrs. T. Hawken; Edith Hawkins; Mrs. Kay Hawrelak; Michael Hawrelak; Miss N. Hawreluk; Don Hay; Mrs. Edith Hay; Gordon Hay; Catherine Haydak; Rosalind Hayduk; Mrs. M. J. Hayden; Alice Hayduk; Mrs. Pearl Hayduk; Marion Hayes; R. Lillian Hayes; Maxine Hays; Mrs. Rebecca Heacock; Dorothy Heather; Mrs. G. Heatherington; Mrs. M. L. Heatherington; Mrs. Annie Heasley; C. P. Hebert; Peggy Hedderick; Mrs. Agnes Heffernan; John Heffernan; Kathleen Heffernan; Mrs. J. Heffernan; Herman W. Heldecker; Louise Heldecker; Thelma D. Helland; Mrs. W. Helms; Mrs. E. Helstad; Mrs. H. P. Helgason; Mrs. S. C. Hellekson; Mr. R. Hemphill.

Mrs. Jessie Hembrow; James R. Hemphill; Shirley E. Hemphill; Bertha Henderson; Catherine M. Henderson; Miss F. L. Henderson; Alberta Hendricks; Grace Hendrickson; Mrs. M. Hendrickson; Mrs. M. Hendrickson; W. Hendrickson; Mrs. Doris Henke; Mrs. Bessie Henkel; Robert E. Henley; Mrs. Lynn Henner; Mrs. Helen P. Hennessey; Joan Hennessey; Lorna Hennessey; Bath Henry; Frances Henry; Mrs. Laura M. Henry; Wilbert V. Henry; Elmer I. Hepburn; Mrs. Ethel I. Herbst; Audrey Herd; Helen Herd; Lydia Herts; Mrs. Lois Hetsler; Josephine Hewko; Mrs. M. C. Hewlitt; Bertha Hey; Dorothy Heyler; Miss M. Heywood; John E. Hiebert; Emily Higgins; Ella Hildebrandt; Ruth Hildebrandt; Mrs. I. P. Hill; Jean Hill; Margaret Hill; Blanche Himes; Mrs. Beth Hinton; Mrs. B. Hinton; George Hissop; Doris Hittle; Mrs. Elsie Hladik; Mrs. Pearl Hladilo; Pauline Hlushak; Betty Hoar; Nanne Hoar; Lucille Hochhausen; Velma Hockenbuhl; Evelyn Hodgins; Mrs. Ruth Hodgins; Jean Hodgkinson; Mrs. Cora Hoff; Nora Hoffman; Mrs. H. Hogan; A. E. Hohol; Mrs. I. Hohol; John Hohol; Mrs. Mary Hoke; Mrs. Kathleen Holden; Katherine Holick; Mrs. M. Holland; Beatrice Holman; Marion Holman; Patricia M. Holmes; H. S. Holowaychuk; Mrs. Mildred Holowaychuk.

Gertrude Holseth; Mrs. Laura Holsworth; Mrs. C. Holt; Frank Holubowich; Pauline Holubowich; Andrew Hominuke; Robert W. Hood; Fred Hook; Mrs. Gwen Hooks; Irene Hoover; Mrs. A. Lenore Hopchin; Hugh Horne; Stephen Horyn; Mary M. Hoskins; Mrs. Edna L. Hough; N. A. Houghton; Germaine Houle; Mrs. E. Howard; Mrs. C. A. Howe; Isabel Hoyland; Almira B. Hoyme; Thomas Hrapko; Mrs. B. Hrynun; Nick L. Hrynuk; Anne Hrynuk; Mrs. Mary Huberdeau; John W. Huculak; Peter W. Huculak; Rosaline Huculak; Mrs.

J. Hudepohl; Mrs. Christina Hudson; Mrs. Ruth A. Huget; Ivor G. Hughes; Jack Hughes; Mrs. Lillian Hughes; Mrs. Opal Hughes; Robert Hughes; Thomas L. Hughes; Cassie Huk; W. R. Hulme; Viola Human; Mrs. Lily Humphrey; George Humphreys; Mrs. Alice Humphries; J. Humphries; Mable Humphries; Mrs. Ella Hunt; Mrs. J. E. Hunt; Jean Hunt; Mrs. Lulu Hunt; Mrs. Eva Hunter; Mrs. Eva Hunter; Jean Hunter; Pamela Hunter; Harold Huntuoda; Mrs. Winnifred Hupple; Ruth Hurlburt; Ruby Hurley; Alex Hushlak; Mrs. Edith Huston; Marian Hutchinson; Alice Hutchison; Mrs. Marg. Hutchison; Mrs. Alice Hutsal; Mrs. M. Hyduk; Mabel Hyssop.

—I—

Miss Margaret L. Imes; Miss M. L. Ingevelt; Jessie Ingraham; Miss J. Innes; Genevieve Irvine; Mrs. A. E. Irving; Mrs. Rhoda Irwin; Lucille Isaman; Mrs. B. Iwister; Mrs. Margaret Ivins; Mrs. Maimie Iwasluk; Peter Iwasluk.

—J—

Mrs. D. Jackson; Mrs. Edythe Jackson; Elma Jackson; Miss K. Jackson; Lois Jackson; Miss M. Jackson; Mrs. M. Jackson; Mrs. M. A. Jackson; Margaret L. Jackson; Reginald B. Jackson; Elaine J. Jacobs; Edna Jobson; Mrs. M. Jacobson; Mrs. Pearl Jager; Edwin Jahraus; Mrs. Jeanne Jakey; Mrs. H. James; H. C. James; Mrs. M. James; Mabel James; Mrs. Rita James; Ruth James; Charles Jamieson; Moses Jampolsky; Alex D. Jardine; Edna Jardy; W. B. L. Jenken; Charles Jenkins; Grace Jenkins; Mr. I. Jensen; Mrs. M. Jenkins; Mrs. Grace Jennings; Mrs. Doris Jensen; Grant Jensen; Mrs. Joan P. Jensen; Melvina Jensen; Esther Jespersen; Mrs. Eleanor C. Jevne; Pat Jevne; Stanley Jobert; Mrs. Anne Joenvasszo; Joe Joenvasszo; Mrs. Anne Johnson; Miss B. M. Johnson; Mrs. Beth Johnson; Mrs. I. Johnson; Mrs. C. M. Johnson; Evelyn Johnson; Florence Johnson; Mrs. G. Johnson; Mrs. Helen Johnson; J. P. Johnson; Miss L. Fay Johnson; Mrs. Laura Johnson; Mildred Johnson; Mrs. Ollie Johnson; Mrs. P. R. Johnson; Mrs. Ruth Johnson; Theodore F. Johnson; Wm. Johnson; Mrs. Catherine Johnston; Mrs. F. C. Johnston; Mrs. Frances Johnston; Jean Johnstone; Vera Johnston; W. C. Johnston; Mrs. Lucille Joncas; Florence Jones; J. W. H. Jones; Mrs. Lilace Jones; Mrs. L. Jones; Mrs. Mary J. Jones; Megan Jones; Venice Jones; Mrs. Mabel Jordahl; Mrs. M. Jordan; Mr. B. Jorgenson; Jillane Jossa; G. G. Juskov.

—K—

Walter Kaasa; Constantine Kachuk; Kathleen Kachuk; Lena Kachur; Mary Kachur; Kathleen Kain; Madeline Kaiser; Walter Kalancha; Helen O. Kalawsky; Steve Kalita; Freda Kandt; Mrs. G. Kapler; Jack K. Karr; Anne Kassab; Mrs. Pearl Kather; Mary Kaupp; Dixon Keane; Arminto Keel; Beatrice Keays; Jenny Keegstra; Mrs. Mary Keehn; Mrs. Patricia Keeler; Mrs. G. M. Keene; Mrs. Marguerite Kehl; Mrs. H. Kella; Mrs. M. J. Keith; George Kelba; Mrs. Lena Kelba; Mrs. Dorothy Keller; Connell D. Kelly; John Kelly; Lew Kelly; Kora; Lillian Kelly; Maurice Kelly; Olive Kelly.

Karl Kemp; Mrs. Leona Kemper; Patricia Kempf; Mrs. E. J. Kendall; D. S. Kennedy; Mrs. Emily Kennedy; Mary Kennedy; Frank Kenney; Margery J. Kenney; Nora Kennon; Mrs. Josephine Kent; Leo M. Kerchinsky; Mrs. Delphin Kerr; Mrs. Jessie Kesley; Mrs. Margaret Kibbe; Cecilla Kilar; Mrs. J. Kilistof; Mrs. Mary Kimmitt; Robert A. Kimmitt; Mrs. Shirley Kineald; Earl L. Kindley; William Kindrachuk; Mrs. Nellie Kindraka; Jacqueline King; Jean P. King;

Katherine King; Mrs. Laura King; Mrs. Madeline King; Lavina Kinshella; Della Kippan; Joyce Kirk; Mrs. Pauline Kisch; Mrs. B. Kitchenmaster; Nick Kitt; Mrs. Margaret Klorlein; Mrs. Isabella Kios; Helen Klapouschak; Pauline Klapouschek; Mrs. Mildred Klashinsky; Francis Klein; Mrs. L. Klein; Mrs. Mae Klein; S. Klein; Frances Klimok; Harry Klufas; P. Klufas; Miss M. Kmicik; Marjorie Knapp; Bernice Knight; W. D. Knill; E. R. Knodel; Mrs. Violet Knodel; Emily Knor; Kathleen Knowles; N. A. Knowles; E. H. Kobberstad; Miss M. Kochaluk; Anne Kochan; Alex Kochanowski; George T. Kokotailo; Peter Kolawski; Kay Kolenich; Mrs. Lenora Koleyak; Alex Konasevich; Steve Korchinski; Annie M. Kornelsen; Elvira E. Kornelsen; Mike Korpan; Mrs. Grace Korth; Harry Kosowan; Mike Kostek; Peter N. Kostyshyn; Mrs. Helen Kovach; Margery Kowalchuk; Mary Kowalchuk; Nick M. Kowalchuk; Anne Kowalski; Miss M. Kowalski; Peter S. Kosdrowski; Mrs. Mary Kozlak; John P. Kozlak; John Kosmak; Mary Kramer; Miss J. Krausert; George Kravetz; Anne Kraychy; Mrs. Naudia Kraychy; Nick Kraychy; William C. Kraychy; Lucy B. Krem; Harry Kreway; Michael Krezanoski; S. Krezanoski; Henrietta Kristofiak; Mrs. H. Kroetach; Margaret Kroetch; Mrs. Kroker; Paul Krueger; Miss E. D. Kruger; Edmund Krukowski; Mrs. Sarah Kryger; Ed. W. Krywanuk; Mrs. Rosie Kubicki; Sophie Kuchmak; Miss M. Kuefler; A. E. Kuetback; Joyce Kulak; Peter Kulba; Anne Kulyk; Helen Kulyk; H. Elnor Kumlin; Mrs. A. Kunert; Miss I. Kunts; Volodymyr Kupchenko; Mrs. Louise Kusler; William Kutt; Mary Kyle.

—I—

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Muzyka; Mr. H. Myers; Mrs. Olive Myers; Peter Myroniak; Mrs. K. Myskiw; Nick Myskiw.

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—R—

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Pat J. Quinlan.

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-A-

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—Q—

Elizabeth Quinn; Joe Quintillo.

—R—

Ledlie C. Radford; Peter Raffa; Mabel E. Ramsay; Margaret Ramsey; Mrs. H. Rasmussen; Mrs. Hazel Ray; Mrs. L. M. Ray; Norman V. Ray; Edith A. Reavley; Paul Redd; Mrs. Veima Redd; Elaine Reeves; Mrs. Sadie T. Reid; Wilbert E. Reid; Florence Reimer; W. H. Repka; Aime Ray; Mrs. Lucy Rhine; William Rhodes; Samuel Richards; Gwen E. Richardson; Mrs. Mildred Riddell; Thomas F. Rieger; William Rigby; Mrs. Edith Ritchie; Paul Ritchie; R. Cameron Ritchie; Erie G. Rivers; T. H. Ritchie; Mrs. Mabel Roberts; Robert R. Roberts; Roy A. Roberts; Mrs. Roy Roberts; Edith Robertson; Jean E. Robertson; Sarah J. Robertson; Roy W. Robinson; Mrs. Ruth Robinson; Jean Robson; Geraldine Rogers; H. Dean Rolfsen; Donald A. Rose; Mrs. Josie Ross; Aline Rouleau; Mrs. Alice Rowland; Hazel Ruddy; Esther Rudolph; Madeleine Russell; George E. Rydberg.

—S—
Doris Saby; Helen Sakall; Mrs. Loretta Salter; Mary M. Sanderson; Sylvia Saltier; Vera Saunders; Anne Savich; Stan Saviki; Sophie Sawka; H. E. Schacker; Audrey Schaefer; Melba E. Schaefer; Ruth V. Schielke; Jessie Schmidt; Tony J. Schmiedl; Mrs. Eva Schnieder; Mrs. Maxine Schneider; Reinhold Schneider; Mrs. M. I. Schramm; Mrs. Mabelle Scobie; Mrs. Jean Scott; Isabelle Sellon; Mrs. R. Selthun; Alexander Semaka; H. E. Shacker; Dorothy Shantz; Mrs. Margaret Sharkey; Cecilia Sharp; W. Howard Sharp; John T. Shaw; Louise Shaw; Nora Shes; James R. Shearer; Kathleen Shennan; Mrs. N. Sherback; Mrs. Edna Sherk; Harry Sherk; William Sibbald; Frank W. Sickoff; Tom A. Siddall; Mrs. L. V. Simpson; Christine Sinclair; Isobell Sinclair; Raymond Skaret; Arthur D. Sketchley; Stephen Sklepovich.

Else Skorstenggaard; Arthur C. Slapak; Margaret Sliip; Alice Smith; Elmer T. Smith; Mrs. Helen Smith; J. Mark Smith; Mabel Smith; Marjorie Smith; Thomas Smith; William P. Smith; Gerda Snipstead; Olga Soldan; Miss L. M. Sonmor; Mrs. J. Sorby; Mrs. Ellen Sorensen; Helen Sorbus; Michael Soulaki; Alice J. Soulet; Lucy Soulet; Edna R. Starling; Raymond A. Stapp; George Staal; Georgina Stage; Ethel Stapley; Margaret Stapley; Wayne F. Stauffer; Helen V. Stenback; Amy Stevens; Mrs. Mildred Stevenson; Samuel Stewart; Herbert E. Stiles; Mrs. Marion Storey; Mrs. Elizabeth Storm; Mrs. Margaret Strachan; C. Gordon Strong; Mrs. Marie Strong; Irene Stuart; J. E. Stuart; Mary Studholme; Helen Suca; Mary Suca; Ruth F. Sudworth; Mrs. Nellie Sumpton; Vera Sutherland; N. W. Svekla; Mrs. T. Swallow; E. J. Sylvester; Mrs. Dorothy Syverson.

—T—
Nan Taggart; Edna Tait; Sheila Tapley; Mrs. Helen Taylor; George Taylor; John Edward Taylor; Albert T. Thompson; Delma Thompson; Margaret G. Thompson; Margaret M. Thomson; Mrs. Gladys Thomson; Mrs. Janette Tink; Mrs. Mary Todd; Leslie Tolman; Mike Toms; Mrs. Tomkin; June Topp; Ernest M. Traub; E. V. C. Tucker; Marguerite Turgeon; Mrs. Pearl Turner; Mr. J. Twa; Dean L. Tweedle.

—V—
Mrs. Irene Van; Mrs. Laura Van Arnam; Eleonora Veechio; Irene Viel; Mable Vincent; Agnes Marie Vos; Bessie Vroom.

—W—
Mrs. Millie Wade; Mrs. Anne Walker; J. M. Walls; Miss W. Walsh; Marion Walshaw; Edna Walter; Frances Warden; Hilda Warkenten; Albert E. Warren; Dorothy Waterman; Frederick H. Watson; Jean M. Watt; Mrs. Genevieve E. Wells; Joseph Welsh; Mrs. A. Werenka; Helen Westbrook; Ethel L. Whelan; Mary Whelan; Eleanor Whitbread; Aleck L. White; Mrs. Gordon Whitney; Edgar Wiggins; Mrs. Hilma Williams; Reba Williams; Erwin W. Willis; Evelyn A. Wilson; Clara M. Wilson; Mrs. H. B. Wilson; John H. Wilson; Lloyd W. Wilson; Stuart Wilton; Mrs. Viola Wing; Grace A. Wishart; Doris Witwick; Jean Wolfenber; Mary Wolfenber; Claire I. Wood; Phyllis H. Woods; Mrs. Zelda Woolley; Ada Wright; David Wright; Harvey Wright.

—Y—
Helen Yasheyko; Lloyd Yauch; Carl A. Young; Mabel E. Younie; Anne Yuill.

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toinette; Sr. Aurore Blanchette; Sr. Barbara Rosalie; Sr. Beatrice of the Cross; Sr. Mary Benedict; Sr. M. Berenice; Sr. M. Bernadette; Sr. Bernice Marie; Sr. Anna Bisson; Sr. Sylvia Boisjoli; Sr. Florence Bourbonnais; Sr. Catherine; Sr. Cecilia; Sr. Marie Celine; Sr. Charles du Saeveur; Sr. M. Clotilde; Sr. Cornelia; Sr. Marguerite Cote; Sr. St. Daniel; Sr. St. Daniel; Sr. Claire Dargis; Sr. Denise du Saint Esprit; Sr. Denise Helene; Sr. Mary Edith; Sr. Eugene de Milan; Sr. St. Eveline; Sr. M. J. Fournel; Sr. Francis; Sr. M. Gabriella; Sr. Helen; Sr. Helen of the Rosary; Sr. Henri Marie; Sr. J. Jan; Sr. Jeanne Du Calvaire; Sr. St. Jeanne du Portugal; Sr. Jerome; Sr. F. Lamoureux; Sr. Louise; Sr. Louise; Sr. Lucille du Sacre Coeur; Sr. Marcel de Rome; Sr. Margaret Martha; Sr. Margaret Stella.

Sr. Marie Immaculate; Sr. Marie Louise Sampson; Sr. Marion; Sr. Marion; Sr. A. Montpetit; Sr. A. Morino; Sr. Paul-Marie Du S. C.; Sr. M. Philias; Sr. Philippe du Sacre Coeur; Sr. Dorilla Simard; Sr. E. Steffer; Sr. M. Stephanie; Sr. St. Sylvia; Sr. M. C. Tellier; Sr. St. Theopanie; Sr. Therese; Sr. St. Therese de Lisieux; Sr. Zenaide Maria; Sr. Mary of St. Agnes; Sr. Mary of St. Alfred; Sr. M. St. Amedee; Sr. Mary of St. Arthur of the Saviour; Sr. M. St. Cyril; Sr. Mary of St. Eugene; Sr. E. of St. Godfrey; Sr. Mary of St. Jeanne-Louise; Sr. of St. Joseph; Sr. Mary of St. Joseph Austin; Sr. Mary of St. Lucy; Sr. Mary of St. Medard; Sr. Mary of St. Patricia; Sr. Mary of Prague; Sr. Mary of St. Regine; Sr. Mary of St. Therese des Agnes; Sr. Mary of St. Yvonne; Sr. Therese D'Alencon; Sr. Mary of St. Georges-Arthur; Sr. Mary of St. Irene du Saeveur; Sr. Marie de S. J.

OPTIONAL MEMBERS

A. L. Doucette; G. M. Dunlop; A. W. Eriksson; Olive Fisher; J. Fowler; Mrs. Hansen; G. K. Haverstock; M. E. LaZerte; H. E. Smith; L. V. Smith; Mrs. Srigley; R. Tait.

WHY IN-SERVICE TRAINING

(Continued from Page 19)

the growth and development of children so that their needs may be adequately met. Worthy goals should be developed which recognize the purpose of education in a democratic society and the needs of individuals in that society. The best modern materials and procedures should be used.

RED DEER COMPOSITE HIGH SCHOOL

(Continued from Page 35)

food is the best that can be bought and every pupil can have as much to eat as he desires.

In conclusion I would like to say that we believe that we have the beginnings of a revolution in Secondary education. Any person who is interested in what is being done is cordially invited to visit the school and see it in operation.

TEACHERS!

GET THIS HONOUR
ROLL HEALTH PLEDGE

FREE

Honour Roll Health Pledge

I will do my best to keep our class free from colds by following these simple health rules:

- Keep Feet Dry**
Keep feet dry and warm. If feet are wet, dry them thoroughly and wear clean, dry socks.
- Wash Face Often**
Wash face with soap and water several times a day, especially after being outdoors.
- Stay Out of Drafts**
Keep out of drafts and wear a hat and coat. If you are cold, get warm before going to school.
- Get Proper Food**
Eat plenty of fruits and vegetables. Drink plenty of milk and eat a balanced diet.
- Wash Plenty of Water**
Wash hands with soap and water frequently, especially after being outdoors.
- Get the First Sign of a Cold**
If you have a cold, stay home and rest. Do not go to school or work.
- If You Will Cough, Wear Your Scarf**
If you have a cough, wear a scarf to catch the germs.

Here is a way for you to help check the spread of colds in your class room! Just fill in the coupon below and we will send you without charge an "Honour Roll Health Pledge" for each pupil in your class. These "Health Pledges" have been especially prepared to encourage children to improve daily health habits and thus decrease the spread of colds and improve attendance records. Fully approved by medical and educational authorities.

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... use Kleenex for handkerchiefs, right from the start. With Kleenex, you use each soft absorbent tissue just once, then destroy ... GERMS AND ALL! And now you can get the new Post-War Kleenex softer, stronger, whiter than ever ... so gentle to cold-inflamed noses! Always use Kleenex for handkerchiefs ... so sanitary ... so convenient! ... and so economical—your saving in laundry bills more than pays for the Kleenex used!

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Victoria Avenue, Niagara Falls, Ontario.

I would like to decrease the spread of colds in my class. Please send.....Honour Roll Health Pledges to:

Name.....

Address.....

City.....Prov.....

KLEENEX SOFTER, STRONGER, WHITER THAN EVER!

OBITUARY

MARGARET B. TIER

WORD has come of the death in Stratford, Ontario, of Margaret B. Tier who passed away on January 8 after an illness of several months. Miss Tier was for many years a member of the Calgary Public school staff. She was for some time Vice-President of the James Short School, at that time known as Central School.

At all teachers' conventions, Miss Tier was a familiar figure and her work on various committees was of great value. When the first Teachers' Alliance in Canada was formed in Calgary in September, 1914, Margaret Tier was one of those present and actively concerned in setting up the new organization. From that time until her retirement she was steadfast in her loyalty to the cause of the Alliance, and few people gave more freely of their time and their energy to the work of the organization in those difficult early days.

In church, work, too, Miss Tier was equally faithful. She took all her duties as a citizen seriously, and gave generous support to any cause devoted to the public welfare. To her friends and close associates, Margaret Tier's death means a loss not soon to be forgotten.

ENGLISH AS IT IS SPOKEN

(Continued from Page 27)

occupation as OIKOLOGIST. The dictionary says she meant a HOUSE-KEEPER.

ORTHOGRAPHE MIRABILE

I came beneath a pine tree bough
When I was searching for my
cough.

I could not reach the pine cones,
though,

The branch was high and I was
lough,

"Ah, me," I cried, with rueful
laugh,

"Would that I were a tall giraugh."

Just then a wind came hurtling
through,

The branches cracked, so fierce
it blough.

This blast, so shrill it made me
cough,

Disloughed the cones, which
tumbled ough,

And on it went with angry sough;

I put my treasure in my mough

And started home across the
slough

Forgetting what I'd come to dough.
Bossy was standing by her trough;

Did I mistake or did she scough?

—Katherine Buxbaum,
in the *N.E.A. Journal*.

A teacher makes his bed and lies
in it. A politician makes his bunk and
lies out of it.

Shop at The BAY
Your FRIENDLY Store



Official Bulletin, Department of Education

No. 110

FURTHER READING IN THE GUIDANCE FIELD

The following pamphlets published by the American Council on Education, 744 Jackson Place, Washington 6, D.C., are timely:

THE RELATION OF RELIGION TO PUBLIC EDUCATION: The Basic Principles. By the Committee on Religion and Education.

Series 1, No. 26\$1.00

EDUCATIONAL COUNSELLING OF COLLEGE STUDENTS. By Bragdon, Brumbaugh, Pillard and Williamson. Series VII, No. 1.....50c

Payment for these pamphlets must be made in American funds.

ADDITIONAL REFERENCE BOOKS IN GUIDANCE

TECHNIQUES OF GUIDANCE: A. E. Traxler. Harper and Bros., New York, 1945.

A book on tests, records, and counselling in a guidance programme.

HOME ROOM GUIDANCE: H. C. McKown. McGraw-Hill Book Co., Toronto, 1946.

An exceptionally good reference for this phase of guidance.

THE DYNAMICS OF VOCATIONAL ADJUSTMENT: D. E. Super., Harper and Bros., New York, 1942.

Any of these books may be obtained on order through the School

Book Branch, Department of Education, Edmonton.

SOCIAL STUDIES IN GRADE IX

The Department of Education, during the latter part of January, will send to every teacher of Social Studies in Grade IX a bulletin containing a study guide for Problems V and VI. Any teacher not receiving a copy may obtain one from the Office of the Director of Curriculum, Department of Education.

SHAKESPEARE'S "HAMLET"

Beginning February 6th, the Department of Education will sponsor a radio presentation of Shakespeare's "Hamlet" in six installments. It will be produced in the CBC's Toronto studios by Kay Stevenson with a distinguished cast; music by Lucio Agostini. An introduction will be given by Dr. G. B. Harrison, head of the English Department at Queen's University. The half-hour programmes begin at 2 o'clock and will be carried by station CKUA, CJCJ and CBK. CFGP will carry the broadcasts beginning February 20th.

A fifteen-minute school broadcast giving a picture of the theatre in Shakespeare's time will be presented at 2:30 p.m., February 6th over stations CKUA and CJCJ on the regular English series "Books Alive." CFGP will carry it February 13th.

Teachers of English 3 classes, especially those studying Hamlet, are urged to make arrangements for listening to these broadcasts.

LETTERS

PARCELS FOR BRITAIN

January 9, 1948.

To the Editor:

Thank you very much indeed for your letter of the 18th December, 1947, informing me that you have sent a second lot of parcels from the Alberta teachers for distribution over here. We shall of course be very glad to distribute these as and when they arrive.

With regard to the first lot of parcels, these arrived during the two or three weeks preceding Christmas—and they have now been sent to teachers as promised. We are receiving from the recipients their acknowledgments of these parcels and propose in due course to send these to you so that you may know how grateful they are to the Alberta Teachers.

Yours sincerely,
RONALD GOULD,
General Secretary.
National Union of Teachers,
London, England.

Edinburgh 3.
January 13, 1948.

To the Editor:

With reference to your letter of 21st November, I am pleased to in-

form you that the eight Gift Parcels of food arrived here in perfect condition just before Christmas.

Our Executive Committee appointed our Benevolent Fund Committee to arrange for the distribution of the Gift Parcels to Scottish teachers or their dependants whose circumstances are known to us through the work of our Benevolent Fund and War Trust Committees. The parcels were made up and issued in time for delivery at Christmas and the New Year. The letters received in acknowledgment give ample evidence of the pleasure afforded to the recipients by the contents of the parcels. I am attaching extracts from some of the letters.

I shall be glad if you will convey the sincere thanks of the Educational Institute of Scotland to the members of the Alberta Teachers' Association for this very generous action on their part. I should also like to express our appreciation and pleasure at being given the opportunity of distributing the Gift Parcels.

Yours sincerely,
A. J. BELFORD,
General Secretary.
Educational Institute of Scotland.

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ST. STEPHEN'S COLLEGE, EDMONTON, ALBERTA

she is unable to write so has asked me to do so for her. The Gift Parcel arrived safely this morning and my sister wishes me to return her grateful thanks to the Alberta Teachers. The contents will be a great boon to us and will be much enjoyed once my sister is some better again."

"I wish to thank the Alberta Teachers most sincerely for the Gift Parcel which I have received. It came as a delightful surprise, and is particularly thrilling to me, as it is the first parcel of any kind that I have ever received from abroad."

"I got a great thrill today when the Canadian Gift Parcel arrived. It was most unexpected and certainly most acceptable to one living alone. I have already sampled some of the contents. Many thanks to the Alberta Teachers."

Edinburgh 3.

January 15, 1948.

To the Editor:

I have just received your letter of 18th December intimating that you have forwarded a second lot of parcels from the teachers of Alberta. The second consignment has not yet arrived but I expect it is likely to reach us soon. I shall report to my Committee on this further gift to be received from the Alberta Teachers and I know that they will be highly appreciative of your generosity.

By this time you will have received my letter regarding the first consignment of parcels received from you just before Christmas.

I shall advise you immediately the second batch of parcels arrive.

Yours sincerely,
A. J. BELFORD,
General Secretary.

October 31, 1947.

To the Editor:

The A.T.A. will have received a copy of The Canadian Youth Commission's latest publication, "Youth Figured Out." The object of the book is to pull together in a brief space some pertinent facts and figures about young people in our Canadian population—those between the ages of 15 and 24 years of age.

The pamphlet is available through The Canadian Youth Commission, 245 Cooper Street, Ottawa for the sum of fifty cents.

Yours sincerely,
DOROTHY HODGSON,
(Mrs.) H. D. Hodgson.
Publicity Secretary.

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NEWS from Our Locals

ANDREW

The fourth meeting of the 1947-48 Andrew Sub-local was held at Andrew School with Mr. M. W. Krywaniuk, President, presiding. Mr. Fred Danesko, councillor, gave his report on the Provincial Executive meeting of January 3, 1948. He referred to the following: (a) Public Service Pension Scheme for Teachers; (b) Proposed salary schedule; (c) Increased grants. Discussion followed his report. Other topics discussed were: 1. Festival at Mundare, May 14, 1948; 2. Teacher Shortage; 3. Aid to Britain Fund. The next meeting was scheduled for Friday, February 6, 8 p.m. at Andrew school.

ATHABASCA

The Athabasca Local met at Colinton January 10. Mr. Wood, councillor, reported on the Special General Meeting of Councillors held in Edmonton January 3. Following this, salary negotiations for the next term were discussed. The Track Meet Committee comprised of Mr. Deeprose, Boyle; Mr. Podealuk, Rochester and Mr. Loskosky, Athabasca, drew up the plans for the Central Track Meet. The members voted to support the Parcel for Britain Fund. It was decided that this year an arithmetic testing program would be carried on, plans to be more fully discussed in February meeting.

BOW VALLEY

The teachers of Gleichen and of Bow Valley S.D. held their regular Institute in the Cluny High School Friday, January 9. It was decided to survey the field of Social Studies reference books of Div. III. Each teacher is to make a complete review of one text. The result of this survey will be of great help in making out orders for their libraries.

Mr. O. P. Larson, Superintendent of Bow Valley S.D., gave a very interesting review of an article "So You Want to be a High School Principal". Sincerity and Social Intelligence were emphasized as important attributes for all successful teachers. During the afternoon the teachers divided into groups and discussed Phonetics and Intermediate Science. These Institutes are held every two months, alternately on the first Friday or Saturday of the month. The next meeting will be held Saturday, March 6, 1948.

The Bow Valley Local held its regular meeting in the Cluny High School, Friday, January 9, following the Institute. The meeting endorsed the action of the Provincial Executive of the A.T.A. in endeavoring to have the teachers incorporated under the Civil Servants' Pension Act. Plans were laid to further the cause of Teachers' Pensions.

Salaries were discussed and it was decided to open negotiations with the Divisional Board for improvements in the salary schedule, in keeping with the recommendations of the Special A.T.A. Meeting held in Edmonton, January 3rd. Mr. E. T. Wiggins, of Didsbury, was nominated as a candidate for the office of President in the forthcoming A.T.A. elections. Mr. W. R. Eyres, Principal of Arrowwood School, was nominated for the office of Vice-President.

BAWLf

We have recently nominated new officers in our Sub-local group at Bawlf. Here is a list of the offices and officers in our group: President, Ynvar Fadum, Bawlf; Vice-President, Mr. E. Skattebo, Rosalind; Secretary-Treasurer, Mary Arthur, Bawlf;

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CLOVER BAR

In reply to your enquiry regarding the officers for the year 1947 to June 1948 of the Clover Bar Sub-local the following teachers were elected: President, Mrs. Beatrice Clink (East Edmonton North); Vice-President, Mr. Leo Piercy, Clover Bar Village; Secretary-Treasurer, Mabel L. Geary, Leduc (Interm.); Press Correspondent, Mr. William Griffin, (Franklin, South Cooking Lake); Councillor, Miss Isaman, Clover Bar School.

COALDALE

Twenty-seven members of the Coaldale Sub-local were present at the December 1st meeting at Hardieville. After the regular A.T.A. business had been covered, the Hardieville staff provided an entertaining program. The January meeting was held at the McNally School.

EVANSBURG-WILDWOOD

The January meeting of the Evansburg-Wildwood Sub-local was held at the Evansburg teacherage January 17. Six members were present. It was decided no musical festival would be held this year by this Sub-local. Members favored a Divisional festival. Mr. Stonehocker reported on the special January General Meeting of the A.T.A. in Edmonton. Following this report there was a discussion on salary schedules. Lunch was served by Mrs. Fawcett.

FALUN

The Falun Sub-local held its December meeting in the South Pigeon Lake School. Seven teachers were present. After the business, Mrs. M. Houge and her staff demonstrated the use of the film-strip projector. It was reported that tonet classes are active in the senior room at Falun under W. A. Stevens, and at South Pigeon Lake, under P. Jevne.

The A.T.A. Magazine

GIROUXVILLE-McLENNAN

Members of the Girouxville-McLennan Sub-local held their regular meeting in Donnelly School on December 6. Various phases of the new Program of Studies, of vital interest to all, were discussed. Sister Godfrey from Guy School gave a very interesting display and explanation of different friezes and pamphlets made by her pupils of the Junior Grades. Reading in Grades II and III will form the subject of discussion for the next meeting.

HIGH PRAIRIE

The High Prairie Sub-local met on January 12 in the Home Economics room. It was decided to write the Local A.T.A. recommending that a parcel be sent to teachers in Great Britain. The Sub-local is also sending a parcel. Mr. L. A. Broughton, Superintendent of Schools for the High Prairie School Division, presented an address dealing with school festivals and teachers' institutes. The teachers present were unanimous in their approval of an institute to be held in February. A discussion of local problems followed.

HIGH RIVER

The following is a list of the officers of the High Prairie Sub-local: President, Gladys Nordtorp; Vice-President, A. MacEachran; Secretary-Treasurer, Velma Barkhause; Correspondent, Frances Henry; Councillor, Miss Jaque. These officers will keep their positions during 1948.

INNISFAIL

The first meeting of the Innisfail Sub-local was held in the High School on December 12 with 18 in attendance. The following officers were elected for the next term: President, Mr. Kvisle; Vice-President, Mr. Hardeser; Secretary-Treasurer, Mrs. I. Edgar; Press Correspondent, Mr. Smith. Outlines for future meetings were ar-

February, 1948

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ranged in order to build up interest in the work of the local. The meeting was closed for business and lunch was served.

INNISFAIL WEST

The first meeting of the Innisfail West Sub-local for this term was held at the home of Mr. W. Mewha on November 18. The following were elected to office: President, Mr. W. Mewha; Vice-President, Mr. Sloan; Secretary, Mrs. Nelson; Councillor, Mrs. Westergaard; Press Correspondent, Miss D. Dell. It was suggested that our local hold a meeting with the Benalto Local in the near future and also at Caroline where a new local is to be started. Lunch was served by Mrs. Mewha.

LETHBRIDGE DIV. LOCAL

The new executive of the Lethbridge Div. Local met in the Y.M.C.A. on December 13 for its first meeting. Heading the executive are M. Knowles, President; W. White, Vice-President; and D. L. Petherbridge, Secretary-Treasurer. Following routine business, transportation expenses for festivals and track meets were discussed. It was decided to ask the Divisional Board for assistance, and also to contact the Department as to why grants are allowed for festivals and fairs, but not track meets.

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After discussing pensions, plans were made to contact all M.L.A.s whose constituencies are partly within the division, and also organizations which may be interested. A contribution of \$25 was voted towards the Parcels for British Teachers Fund. S. Solberg, press correspondent, led a discussion on Publicity. A collection of articles on education are to be contributed by various members and then published in a series in the Herald. Plans were also made for the executive to visit meetings of the various Sub-locals in order to discuss pertinent topics directly with all members.

NANTON

The re-organization meeting of the Nanton Sub-local met in the Nanton School Monday, December 8. The following officers were elected: President, Mr. M. C. Anderson; Secretary-Treasurer, Mr. G. E. Rydberg; Press Correspondent, Miss Edith Robertson. It was decided to hold the meetings the third Monday in each month.

NEWBROOK

A reorganization meeting of the Newbrook Sub-local was held in the Newbrook High School on January 9, 1948. The following officers were elected: President, Mr. A. Konasewich; Vice-President, Mrs. Grinell; Secretary, Miss M. Kmicik; District Councillor, Mr. H. Klufas and Mr. A. Konasewich alternately; Press Correspondent, Mr. N. Yurkiw. The election was followed by a business discussion with a decision to hold future meetings on the first Friday of each month. Highlight of the meet-

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ing was a discussion on open-forums on methods of teaching and problems in general to be presented at future meetings.

OLDS

A meeting of the Olds Local was held in Olds School January 14 at 8 p.m. About 25 members were present. A report of councillors who attended the January 3rd meeting of the A.T.A. in Edmonton, a uniform salary schedule, and music festivals formed the main items of business. Lunch was served by the Olds staff in the Home Economics room. Mr. X. P. Crispo, our superintendent, was present at this session.

OYEN

A meeting of the Oyen Sub-local was held in the Oyen School on November 22nd. Two topics were discussed: the use of a movie projector and the use of a liquid duplicator both of which the Oyen school plan to purchase. Mr. Hall and Mr. Lapp outlined their values and uses in a classroom. Mr. Hall suggested that rural schools could also use the machines through the cooperation of the Oyen staff. Lunch was served by Mrs. Lapp.

PINCHER CREEK

A meeting was held of the Pincher Creek Local, Saturday, January 10 in the High School. President Cyril

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Richards presided. A report of the Councillors' Meeting held January 3, in Edmonton was given by Miss M. Kowalchuk. After a short discussion on questions arising from this report the business meeting was adjourned. The program committee under the direction of Mrs. B. Ankil served lunch.

PONOKA

The Ponoka Sub-local held its re-organization meeting on January 8, at 4:00 p.m., in the Home Economics Room. The following officers were elected: Vice-President, Miss M. Patrick; Secretary-Treasurer, Mrs. F. Klein; Press Correspondent, Mrs. J. Martin. After the election Mr. Galvin gave a very comprehensive report on the January 3 meeting of the Alberta Teachers' Association in Edmonton. Lunch was served by Miss Miller, Miss Patrick and Miss Cline.

RED DEER

The organization meeting of the Red Deer Sub-local was held in the City Hall at Red Deer on December 5th at 2:30 p.m. There were nine teachers present. Mr. A. J. Evans of Penhold was elected President and Dorothy Bower was re-elected Secretary. The next meeting will be on January 24, when Mr. Thurber, our Superintendent, will enlighten us on the "New Program of Studies." Discussions on the teaching procedure of the following will also be held: Science—Div. III led by Mr. Evans; Social Studies—Div. III led by Miss J. Hodgkinson; Spelling—Div. II led by Mrs. Jevne assisted by Mr. Jahraus.

RIMBEY

There were eleven teachers in attendance at the January meeting of the Rimbey Sub-local. A report on the Councillors' meeting in Edmonton over the Christmas holidays was presented by the President, and an ex-

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cellent book review on "The Forgotten Ally," by Pierre van Paasen, was given by Mrs. Wiley. Interesting discussions followed each item of the program.

ST. MICHAEL

The December meeting of the St. Michael Sub-local was held in Pere-mysl School on Wednesday, December 17. Following discussion of janitors' salaries, a resolution regarding same was passed and forwarded to the Secretary-Treasurer of the Division. It was also decided that we should make a contribution to the Food Parcels to Britain Fund. The entertainment for the evening consisted of card games and music. Mrs. Gabinet was hostess.

STRATHMORE

The regular meeting of the Strathmore Sub-local was held at Carsland on the evening of January 21, with 12 present. Mr. Slemko, presided. Our Councillor, Mr. F. Bazant reported re the Sub-local meeting in Calgary. Mr. Workman, our guest speaker from Kathryn, reporting on the recent A.T.A. meeting at Edmonton, emphasized the importance of the campaign for better pensions for teachers. Mr. Crowther submitted a comprehensive report on the activity of the A.T.A. in regard to Teachers' Salaries. The next meeting of the Sub-local will be held at Strathmore.

After the meeting a lunch was served by the Carsland staff.

SUNDRE

The organization meeting of the Sundre Sub-local was held at the Sundre School November 10 at 4 p.m. The following officers were elected: President, Mrs. Sandulak; Vice-President and Press Correspondent, M. Jean Anderson; Secretary-Treasurer, Janet Karr; Sub-local Councillor, John Wier. Mrs. Sandulak was to be nominated as Vice-President of the Olds Local and Mr. Sandulak a member of the negotiating committee.

The Sundre Sub-local held a meeting at the Sundre School December 8 to 4 p.m. with six teachers in attendance. The discussion on changes in the salary schedule resulted in the following suggestions to be made to the negotiating committee: (a) that the number of increments be increased from five to seven years in order to raise the maximum and set the minimum at \$1400 instead of \$1300. (b) that divisional salaries should compare more favorably with those of the towns. It was suggested that we ask the Division to equip the schools with more reference and library books.

TOFIELD

The regular meeting of the Tofield Sub-local was held in the Home Eco-

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nomics room with eleven members present. Film projectors were discussed. A very interesting talk on "Physical Education and Recess Supervision" was given by Mr. Ronaghan. A general discussion followed. Lunch was served by Messrs. Arkel and Ralph Richardson.

WETASKIWIN

At the January meeting of the Wetaskiwin Sub-local, reports dealing with pensions and salaries were given by Councillors L. Wilson and R. Layton, who attended the special A.T.A. meeting in Edmonton. A committee, composed of Mrs. Munn, Mrs. Green, Sister De Prague, and Messrs.

Massing and Blocksidge, was appointed to report on the matter of Province-wide testing and evaluation. The principal of the Elementary and Intermediate school, Mr. C. H. Blocksidge, reported that the Board is having installed the necessary accessories which will make possible day-time use of the city's projection equipment at the King Edward school.

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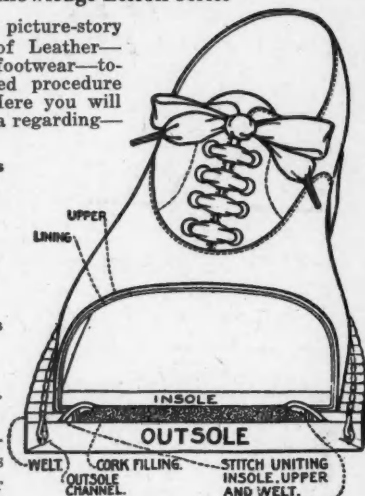
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